

STRENGTHENING CULTURAL IDENTITY THROUGH IĻISAĖVIK COLLEGE'S IŇUPIAQ STUDIES PROGRAM:

RECONSTRUCTION AND THE IŇUPIAQ STUDIES FRAMEWORK

By

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Abstract

This program proposal is for the Iñupiaq Studies Program at Iḷisaḡvik College. Iḷisaḡvik College is located in Utqiagvik, the northernmost village on the North Slope of Alaska. This proposal is intended to guide the future restructuring of the Iñupiaq Studies Program. The project was informed by interviews conducted with seventeen key individuals as well as the Iñupiaq Learning Framework created by the North Slope Borough School District. The proposal includes a mission, words of wisdom for the Iñupiaq Studies Framework, revised Iñupiaq Studies program outcomes, course descriptions, certificate and degree proposals, study plans, a sample course syllabus, and a sample course origination form.



Ilisagvik College
Iñupiaq Studies Program Proposal

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Quyanaqpak

Quyanaqpak to those who contributed to the conversation of restructuring the Iñupiaq Studies Program at Iḷisaḡvik College. I understand that everyone who works for the good of the Iñupiaq language, culture, and identity are extremely busy. I appreciate the time and energy that many people took to share their ideas and thoughts to help shape a future program for the betterment of Iñupiaq people and beyond. This includes my mentors, friends, colleagues, co-workers, community members, family members, and more. I would like to mention some in particular:

First and foremost, I would like to thank the individuals who volunteered to be interviewed for this project. They included Iḷisaḡvik College adjunct instructors, interns, students, faculty and staff; North Slope Borough School District (NSBSD) Iñupiaq Language Teachers and Iñupiaq Education Department staff; those who have taken Iñupiaq Studies classes; and others passionate about Iñupiaq cultural education and identity. Each of the participants' views and opinions contributed significantly to this project.

Most importantly, I thank Fannie Kuutuuq Akpik who nurtured and shaped the Iñupiaq Studies Program. It was her life's work and she made the program what it is today by building a strong foundation. During her time at Iḷisaḡvik College, Fannie was the only full-time Iñupiaq faculty member. I took many of the courses she taught and learned a great deal from her. She is one of my biggest mentors continuously teaching me about the Iñupiaq culture, traditions, language, and identity. I acknowledge her for listening to me explain the need for future changes to the program that she cultivated, and for allowing me to interview her.

The photo below is of Fannie Akpik and myself during an Iḷisaḡvik College graduation in 2012. This was an important period of time for me because I was under her wings in the Iñupiaq Studies Program while she taught and shared her knowledge and expertise throughout my studies. Quyanaqpak from my whole heart, Kuutuuq.



Figure 1 Fannie Akpik and Jerica Aamodt during Iḷisaḡvik graduation 2012, Photo Courtesy of Iḷisaḡvik College

Executive Summary

Iñupiaq Studies Program

Iñupiaq Studies is a department at Iḷisaḡvik College located in Utqiagvik, the northernmost village in the North Slope of Alaska. Iḷisaḡvik College is the only tribal college in Alaska and has a program dedicated to teaching and sharing Iñupiaq culture and language. Tribal colleges are ideal for the purpose of bringing culture, language, and traditions into all areas of study. Iḷisaḡvik College is the vision of former North Slope Borough Mayor, Eben Hopson Sr., who saw the dire need of having control of educational systems that reflect Iñupiat educational philosophies and education based on the Iñupiaq culture. “The basis for Iḷisaḡvik College’s educational programs is the rich foundation of a subsistence culture and the ability to allow local residents to further their educational goals while remaining close to the culture and lifestyle that sustained them” (Iḷisaḡvik College, 2018). Iḷisaḡvik students can pursue a post-secondary education from either their home community (or a community similar to their own) and have the opportunity to participate in their culture. “The establishment of the Iñupiat University of the Arctic was the fulfillment of Eben’s dreams, which he sought to reach in his lifetime” (Hess, 1993).

It is important to continue Eben Hopson Sr.’s legacy and ensure that the Iñupiaq culture, language, values, traditions, and identity are being taught and emphasized. Having an Iñupiaq Studies Program devoted to perpetuating everything Iñupiaq is crucial to the revitalization of the Iñupiaq language, culture, values, traditions, and identity.

Since its inception, various Iñupiaq faculty members including Emily Wilson, James Nageak, Fannie Akpik, and Etta Fournier have nurtured the Iñupiaq Studies Program at Iḷisaḡvik College. They set a strong foundation for the Program and made sure that the Iñupiaq language, values, traditions, and culture were passed on to the next generation. They each taught numerous classes which collectively created a successful program. Fannie Akpik and Etta Fournier have been my mentors and helped to shape me into the person that I am today. Their knowledge and expertise is beyond valuable. Metaphorically speaking, the torch of responsibility for the Iñupiaq Studies Program was handed to me in 2013, and I have been the coordinator of the program ever since. While the Iñupiaq Studies Program has been a great development for the Iñupiaq language and cultural revitalization to-date, the current structure has both pros and cons.

The Current Program

The current program offers the following degree and certificates summarized in Table 1.

Table 1: Current Degree and Certificates in Place	
Degree	Iñupiaq Studies AA Degree
Certificates	Iñupiaq Language Certificate I
	Iñupiaq Language Certificate II
	Iñupiaq Fine Arts Certificate

Despite the current degree offerings, deficiencies exist which impact the overall effectiveness of the Program. For example, the only full-time Iñupiaq Studies faculty member is now retired and there has been no replacement of full-time Iñupiaq faculty member(s) to teach Iñupiaq Studies

classes. Former staff such as, Fannie Akpik and Etta Fournier, were great resources to the program. They were fluent in the language, competent in many areas of the Iñupiaq culture, and taught a majority of the classes. It will be challenging to fill their shoes because they were such amazing sources of knowledge and expertise. Another deficiency is that the majority of classes required for the Iñupiaq Language I and II Certificates, Iñupiaq Fine Arts Certificate, and the Iñupiaq Studies Associate of Arts Degree are not offered. Additionally, there are no program outcomes defined in the current Iñupiaq Studies Program. Such outcomes are important because they help to shape the goals of the program and without goals, a program has no direction.

Together, these deficiencies (and others listed in Table 2) risk the overall effectiveness, success, and dependability of the Iñupiaq Studies Program. I believe that changes are necessary in order to strengthen the Program so that it can continue to contribute towards Iñupiaq culture and language revitalization.

The deficiencies per course are summarized in Table 2.

Table 2: Current Iñupiaq Studies Program Courses with Corresponding Deficiencies	
<u>Iñupiaq Studies Requirements</u>	<u>Deficiencies</u>
IÑU 102 Conversational Iñupiaq I (3) IÑU 103 Conversational Iñupiaq II (3) IÑU 111 NS Iñupiaq Grammar I (3) IÑU 112 NS Iñupiaq Grammar II (3)	<ul style="list-style-type: none"> • Current instructor teaches via distance and/or video conference • Internet connection issues • Not offered every semester • Students learn, but do not speak fluent or semi-fluent Iñupiaq • Other universities offer languages as four-five credits. Three credits does not give enough time to teach a language
IÑU 202 Conversational Iñupiaq III (3) IÑU 203 Conversational Iñupiaq IV (3) IÑU 211 NS Iñupiaq Grammar III (3) IÑU 212 NS Iñupiaq Grammar IV (3)	<ul style="list-style-type: none"> • Current instructor teaches via distance and/or video conference • Internet connection issues • Not offered every semester • Rarely offered • Little to no students register for the classes • Students learn, but do not speak fluent or semi-fluent Iñupiaq • Other universities offer languages as four-five credits. Three credits does not give enough time to teach a language
IÑU 213 Iñuit Storytelling (3)	<ul style="list-style-type: none"> • Instructor who taught since the formation of the course retired a number of years ago • Course has not been taught for a number of years • Currently taught via distance, which lacks the actuality of Iñuit storytelling, which is in person and taught orally
IÑU 214 Iñupiaq Drum Construction & Use (3)	<ul style="list-style-type: none"> • Taught sporadically when an instructor is available
IÑU 220 North Slope Iñupiaq History, Language & Culture (3)	<ul style="list-style-type: none"> • No deficiencies, always has a regular instructor
ART 212 Baleen Art (3) ART 220 Fundamentals of Carving (3)	<ul style="list-style-type: none"> • Have not been taught in over four years • Trouble finding an instructor
IÑU 257 Trad. & Contemp. Skin Sewing (3)	1. No deficiencies, most popular class
IÑU 260 Iñupiaq Songs, Dances & Drum. (3)	2. Instructor who taught since the formation of the course has retired a number of years ago 3. Hard to find a drumming instructor
ART 105 Beginning Drawing (3) ART 113 Introduction to Painting (3)	<ul style="list-style-type: none"> • No deficiencies, however does not really fit under the category of “Iñupiaq art”
IÑU 210 Iñu. Land Use Val. & Res. (3)	4. No deficiencies

I was able to identify the shortcomings and deficiencies of the Iñupiaq Studies Program because of my direct experience coordinating the program.

The current Iñupiaq Studies Associate of Arts Degree requires students to complete (3) classes of communications, (5) in the humanities and social sciences, (4) in math, science, and technology, (3) in Iñupiaq language, (1) in Iñupiaq art and culture, and (4) Iñupiaq elective classes. The Iñupiaq Studies Associate of Arts degree is designed to transfer to other universities. It includes many of the general studies requirements however its main focus should be the Iñupiaq language and culture.

The Iñupiaq Language I Certificate requires (4) language and (1) cultural class. The language classes are not offered every semester, so it is hard for to students to finish the program. The Iñupiaq Language II Certificate includes (1) communication, (1) math, (1) human relations, and (8) language courses. I believe that the Iñupiaq language certificates should focus strictly on the Iñupiaq language, not math or human relations.

The Iñupiaq Fine Arts Certificate includes beginning drawing, introduction to painting, (1) Iñupiaq art class (either baleen art or carving), and (2) cultural classes. For one, drawing and painting are not necessarily Iñupiaq art. Second, the one Iñupiaq art class in baleen or carving has not been offered in multiple years.

Additionally, the study plans for the current programs are listed in Appendix A. This includes the Iñupiaq Studies Associate of Arts Degree, Iñupiaq Language I and II Certificate, and the Iñupiaq Fine Arts Certificate.

The North Slope Community Wants and Needs

Interviews were conducted with seventeen key participants which included Iḷisaḡvik College adjunct instructors, interns, students, faculty and staff, North Slope Borough School District Iñupiaq Language Teachers and Iñupiaq Education Department staff, those who have taken Iñupiaq Studies classes, and others passionate about Iñupiaq cultural education and identity. Data from interviews informed the identification of fifteen recommendations described in this section. The Iñupiaq Studies Program proposal includes the Iñupiaq Studies Framework, mission, words of wisdom, program outcomes, course descriptions, certificate and degree proposals, study plans, a sample new course syllabus, a sample course origination form, and future recommendations for forthcoming certificates and Associate of Arts degree.

Key Recommendations

Based on the results from the interviews, fifteen recommendations for the Iñupiaq Studies Program are first listed below then discussed then discussed in detail.

1. Connect students to the community
2. Expand course offerings
3. Revitalize and re-think
4. Have an Iñupiaq Studies advisory group
5. Hire full-time Iñupiaq Studies faculty member(s)
6. Have an Iñupiaq Studies advisor to advise program active students
7. Have facilitators trained to lead conversations in classroom settings
8. Additional emphasis more on Elders, leadership, and parenting
9. Offer courses that include each of the core themes
10. Focus on all eight North Slope villages
11. Implement a program similar to Nunavut Sivuniksavut
12. Have certificates and an Associate of Arts degree that does not have very many General Studies courses
13. Do not focus on teaching both in-person classes and online classes at the same time
14. Work closely with Iḷisaḡvik College Cooperative Extension to put forth short term workshops
15. Right sizing the program for sustainability

“Courses could provide opportunities to build deeper relationships with one another by increasing the number of guests in a course. The purpose of this is to further integrate Iḷisaḡvik with our Iñupiat community.”

1. Connect students to the community. A recurring theme was to connect students to the community. This can be done through guest speakers and Elders going into the classroom, or students going out into community and attending cultural events, assisting with harvesting and gathering food, or even volunteering. Another way to connect students to the community is to provide different ways to engage them culturally. Additionally, engaging the community to incorporate traditional knowledge within the college. Allowing students the opportunities to

experience the Iñupiaq culture is important, because it will help them find connections to the community.

“Our plants are our food; they are our medicine. We need to remember them. Some ideas for classes could include: Introduction to North Slope traditional plants, Traditional Plants as Medicines and Nutrition, how to ethically harvest and use the plants we pick, North Slope plant biology to learn about the type of plants they are, dangerous imitation species, and invasive species of plants, Traditional Plant techniques to learn how to dry plants, make salves, teas, tinctures, and even art and jewelry.”

2. *Expand course offerings.* Based on interviews, a total of seventy-eight new courses were identified for inclusion in the Iñupiaq Studies Program. Of those, (10) related to Arctic survival and hunting techniques, (16) related to traditional plants/being out on the land/camping, (11) related to Iñupiaq history and storytelling, (5) related to skin tanning, (3) related to the Iñupiaq language, (4) related to the individual self, (7) related to clothing design and sewing, (2) related to drama and theatre, (3) related to cooking, (4) related to business concepts, (2) related to dancing, (6) related to arts and tools, (1) related to traditional parenting, and (4) related to short workshops. Topics with more than one recommendation mean that this program should somehow emphasize them.

“Revitalize the program, re-think how to offer courses.”

3. *Revitalize and re-think.* Another recurring theme was to revitalize the program in the sense of re-thinking how to offer courses. This could be done by creating more regular and short term classes such as practicums, workshops, or seminars. Also have Circumpolar North student exchanges where Iḷisaḡvik students would be able to go to other Iñuit communities such as Greenland and Canada. More opportunities for traveling would also be a great way to revitalize the program.

4. *Have an Iñupiaq Studies advisory group.* An Iñupiaq Studies advisory group could help to provide guidance to the program, ensuring that it stays on track and infusing new ideas. To begin, the advisory group could meet once during the summer and again at the end of the fall semester. This would ensure that there would be adequate time to implement any new ideas prior to the beginning of the new semester.

“Without Iñupiat instructors to guide us, we are on thin ground.”

5. *Hire a full-time Iñupiaq Studies faculty member(s).* As a tribal college, it is reasonable to expect to have Indigenous faculty members, in this case Iñupiaq, teaching the students that they serve. I personally plan on moving in the direction of becoming a full-time faculty member. Through the interview process, I connected with an Iñupiaq lady from Utqiagvik who is interested in either becoming a full-time faculty member or adjunct instructor. This would be a benefit to the Iñupiaq Studies Program as well as Iñisaġvik College as a whole. Because of her knowledge and expertise with traditional plants, I created a Traditional Plants Certificate that her and I can continue to build and nurture.

“Have an Iñupiaq Studies advisor to help guide the students and help them find their passions.”

6. *Have an Iñupiaq Studies advisor to advise program active students.* It would be beneficial to both the Iñupiaq Studies Program and advisees if they advised their own students. This would strengthen the relationships between the department and students. Currently, the Dean of Academic Affairs advises the Iñupiaq Studies program active students.

7. *Have facilitators trained to lead conversations in classroom settings.* Many Iñupiat people do not want to commit to teaching a semester long course, so having staff trained to facilitate or host different invited guests and Elders into the classroom is key. Training Iñupiaq Studies staff to facilitate and host conversations in classroom settings will help to ensure that courses will have structure as well as the presence of community members. For example, the new course, Iñupiaq Tools and Art Workshops would require a facilitator who would bring structure to the course. They would come up with a schedule in the syllabus and ensure that they have guest speakers throughout the semester, as well as purchase materials and supplies needed for the activities. Multiple guest speakers would come in throughout the duration of the semester.

8. *Additional emphasis on Elders, leadership, and parenting.* Based on the interviews, the top core themes that need emphasis are Elders, leadership, and parenting. Table

Table 3: Core themes That Need Most Emphasis	
Most Votes, 20%	Second Most Votes, 18%
1. Elders	1. Values & Beliefs
2. Leadership	2. <i>Unipkaat</i> (Legends)
3. Parenting	

3 shows the two highest groups with the most votes per core theme. Within Iñupiaq Studies Programs, the role of Elders can be emphasized through courses such as, Cultural Knowledge of Native Elders, as well as including more Elders in classes as guest speakers. A goal could be to have at least one Elder come in to each Iñupiaq Studies class per semester. We can focus on leadership with our students by offering an Introduction to Iñupiaq Studies, where students would focus on the Individual Realm, including creating balance, leadership, women’s and men’s roles, values and beliefs, naming, and life cycle. This course would allow students to learn more about themselves, their roles in the community, figure out their passions and talents, and how to be a contributing member of their home communities. The course could partner with Arctic Slope Regional Corporation (ASRC) and allow students to attend their yearly ASRC

Leadership Summit. Also healing circles and discussions on healing might be beneficial. A training with the First Alaskans Institute would be ideal as they host conversations around difficult topics and healing. Students could learn why it is important to learn the Iñupiaq language and culture. This would instill the importance and can encourage students to move in direction of learning and speaking the Iñupiaq language. Students can also speak in public settings and present on their culture and knowledge. This would give students the opportunities to share their culture. Parenting could be emphasized by having a course about traditional parenting skills and family cultural summer camps through the INU 210, Iñupiaq Land Use, Values, and Resources cultural summer camp.

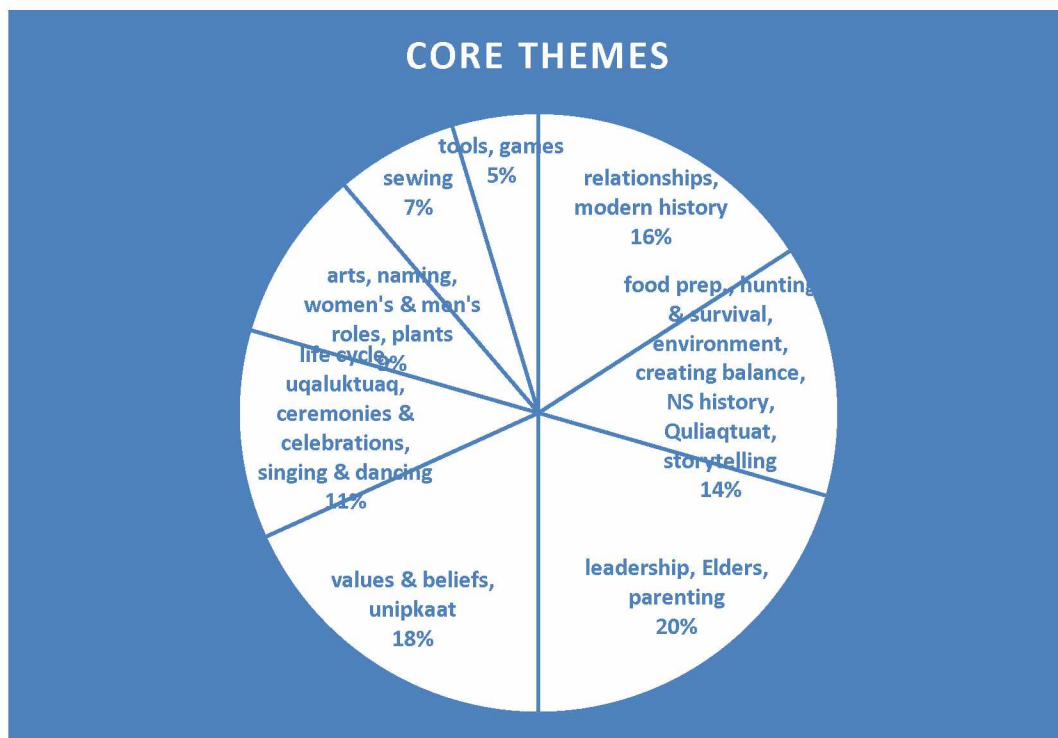


Figure 2 Core Themes That Need to be Emphasized

9. *Offer courses that include each of the core themes.* The NSBSD identified key areas from the Iñupiaq culture that need to be passed down to the future generations. The key areas are listed as the core themes in the Iñupiaq Learning Framework. Eighty-eight percent of respondents agreed that Iñupiaq Studies should offer courses that include each of the core themes. One percent said, “I don’t know,” and one percent had no answer. Offering courses that include each of the core themes would ensure that various aspects of the culture are equally taught.

“The other North Slope villages needs more opportunities just as much as everyone gets here in Utqiagvik. They deserve the right to have this same structure we have to

benefit and better the people that live in all the villages. They deserve to have higher education right at home just like we do here in Utqiagvik.”

10. Focus on all eight North Slope villages. It was recommended to be inclusive and aware of all of the North Slope villages. Iḷisaḡvik College is located in Utqiagvik, however, the North Slope has a total of eight communities. Having classes available to all villages is important, whether through distance delivery, short courses, trips, or workshops. It is often that the people who live in the outlying villages feel left out from the opportunities provided in Utqiagvik. Ensuring that each North Slope village has an equal opportunity to be able to have access to the program is essential to the success of passing on traditional knowledge.

“In Nunavut, there is a post-high school program (2 years) that focuses on cultural identity. Nunavut Sivuniksavut is the name of the school and it is worth looking into for our region.”

11. Implement a program similar to Nunavut Sivuniksavut. Nunavut Sivuniksavut is a college in Ottawa, Canada that offers certificates in Inuit Studies. According to the school’s website: Nunavut Sivuniksavut is a *silattuqsarvik* (Inuktitut for “a place and time to become wise”), dedicated to providing Inuit youth with unique cultural and academic learning experiences that will allow them to develop the knowledge, skills and positive attitudes needed to contribute to the building of Nunavut. (n.d.)

Nunavut Sivuniksavut college is especially of significance because it has become a well-known college to Inuit throughout the circumpolar north, including the North Slope of Alaska. Its popularity among Inuit students is an important factor. Multiple interviewees brought up Nunavut Sivuniksavut, which should be an area of focus for this project. They offer certificates in year one, Inuit Studies, and year two, Advanced Inuit Studies. In addition to the certificates that are offered, “students conduct cultural demonstrations pertaining to their culture, such as throat singing, drumming, games, clothing, and language at different types of events like the Winterlude, Governor General’s Winter Party, conferences and special events, and more” (Nunavut Sivuniksavut, n.d.). At the end of the year, their students travel to an Indigenous community “to share the story of Nunavut with other Indigenous peoples” (Nunavut Sivuniksavut, n.d.). I thought it was important to add all of their course offerings in this paper in order to show how the college grows Inuit who are knowledgeable about Nunavut history, land claims, culture, and language. According to their website (n.d.) during the first semester, the course requirements include:

- 1). Communications I
- 2). Contemporary Inuit Issues I
- 3). Introduction to Computers
- 4). Inuit Cultural Studies I
- 5). Inuit History I

- 6). Nunavut Land Claims Agreement I
- 7). Either Inuktitut I (Saavittut), Inuktitut II (Kisaqtut), or Inuktitut III (Tulaktut)

Students are exposed to public speaking, which is ideal for the cultural demonstrations they are required to do during their studies. They are also rooted in their history, culture, and issues early on, which is important in their educational journey. Then the second semester course requirements include:

- 1). Communications II
- 2). Contemporary Inuit Issues II
- 3). Inuit Cultural Studies II
- 4). Inuit History II
- 5). Inuit-Government Relations
- 6). Nunavut Land Claims Agreement II
- 7). Either Inuktitut I (Saavittut), Inuktitut II (Kisaqtut), or Inuktitut III (Tulaktut)

During the second semester students continue learning about their culture, history, and land claims. This is a great way to strengthen the foundation created during their first semester being exposed to those specific topics. Then as students enter into their third semester, the course requirements are:

- 1). Canadian democracy in theory and practice
- 2). Implementation of the Nunavut Land Claims Agreement
- 3). The Circumpolar World
- 4). Either Inuktitut I (Saavittut), Inuktitut II (Kisaqtut), or Inuktitut III (Tulaktut)

The third semester is a time to further their knowledge base while continuing learning their Native language. Lastly the winter semester course requirements for the second year are:

- 1). Directed Research Project
- 2). People and Cultures of the Circumpolar World
- 3). Either Inuktitut I (Saavittut), Inuktitut II (Kisaqtut), or Inuktitut III (Tulaktut)

These types of certificates give birth to generations of Inuit knowledgeable about their history, community issues, and culture. During their cultural demonstrations and end-of-the-year trip, it allows students to become more comfortable speaking about who they are and their regions story. This is the type of structure Inupiaq Studies at Iḷisaḡvik College should have. The North Slope should be raising generations of Inupiat knowledgeable about our own history, culture, language, and issues, while sharing our own regions story and way of life.

The Inupiaq Studies Certificate I and II were similarly designed to Nunavut Sivuniksavut's structure with classes teaching the Inupiaq language, history, government, and culture.

12. Have certificates and an Associate of Arts degree that does not have very many General Studies courses. The reason for this is that each of the proposed certificates and Associate of Arts degree are tailored for students to strengthen their Inupiaq cultural identity, as well as Inupiaq

language and cultural revitalization. Many of the courses may not be able to transfer to other universities because this is a unique situation. Students who want to go through the Iñupiaq Studies Program want to learn the Iñupiaq language and culture. If a program focuses so much on General Studies courses, they miss out on the whole purpose of focusing strictly on Iñupiaq culture and language.

13. Do not focus on teaching both in-person classes and online classes at the same time. It was indicated that when students attend Iḷisaḡvik College, they expect to be able to experience the Iñupiaq culture. If in-person students come to Utqiḡḡvik and have all online courses, it takes away from their cultural experience. If a course is to be offered, the instructors should be able to give their full undivided attention to the students, whether they are distance or in-person. Blended courses that have both distance and in-person students may not be the best structure for cultural classes. In-person courses should only have in-person students, while online courses should only have online students. In addition, Iñupiaq language and culture are normally taught in person. Multiple people indicated through the interview process that courses such as Iñuit Storytelling and the Iñupiaq language should not be taught online. Storytelling includes Elders and people present telling the stories orally. Teaching a language is to be able to see the instructors mouth movements and pronunciation. Nunavut Sivuniksavut teaches their courses in-person and they definitely reap the benefits of in-person teaching.

"I would be cautious as we don't want to get to a point where the program is too big, or not sustainable."

14. Work closely with Iḷisaḡvik College's Cooperative Extension to put forth short term workshops. Many of the recommendations were short term activities such as mitten, maklak, and hat making. If Iñupiaq Studies worked with Iḷisaḡvik College's Cooperative Extension Program to offer cultural workshops in partnership, all the needs and wants from stakeholders would be met. These short term workshops would not be for credit.

15. Right sizing the program for sustainability. Through the interview process, I concluded that implementing a program that is sustainable in the sense of not getting too big is important. This is a great reminder because as new ideas arise from the interviews, I found myself thinking big. I created study plans for certificates and an Associate of Arts degree based on the wants and needs of the community. This includes an Iñupiaq Studies Associate of Arts Degree, Iñupiaq Studies Certificate I and II, Iñupiaq Language Certificate I and II, a Traditional Plants Certificate, an Iñupiaq Fur Construction and Design Certificate, and an Iñupiaq Drama and Theatre certificate. These certificates and degree show what the needs and wants are based on the interviews, however, based on the current capacity of the program these will not be able to be sustained. Therefore, I created one certificate and one Associate of Arts degree that will be sustainable. I would like to think big, and go all out for the sake of Iñupiaq and Cultural revitalization, but because of possible budget issues, I have a backup plan. Once that certain program works, has

good enrollment, and additional staff members, then expanding to more than one certificate and degree may be an option.

Iñupiaq Studies Framework



Iñupiaq Studies Sivuniq (Mission):

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Each of the six R's represent little seeds, which grow in result from the roots, which metaphorically is the NSBSD ILF. Grown from the NSBSD ILF is a strong sense of cultural identity. Multiple photos or drawings are intertwined with the flowers, and display representations of what students look like with a strong sense of cultural identity. The representation includes a timeline of the evolution of the history and colonization in the North Slope. It also includes the positive aspects that have happened from the Native American self-determination era up until the present day including the official apologies to the Alaska Native peoples. On the right side of the timeline is what will happen within the next 200 years of cultural, language, and identity revitalization flourishing.

Iñupiaq Studies Words of Wisdom

Words of wisdom from two former North Slope Borough Mayor's, Eben Hopson Sr., and Edward Saġġan Itta, as well as Paul Ongtooguk will resonate, inspire, and act as a paradigm for the Iñupiaq Studies Program. Their words of wisdom remind us what life used to be like from colonization and the assimilation period, while leading a path of moving forward. Their words will always be reflected on.

Eben Hopson Sr. was the first mayor of the North Slope Borough. His vision was Iḷisaġvik College, a local school offering local education, that incorporates the Iñupiaq culture. Hopson, said the following in his speech:

87 years ago, when we were persuaded to send our children to Western education institutions, we began to lose control over the education of our youth. Today, we have control over the educational system. We must now begin to assess whether or not our school system is truly becoming an Iñupiat school system, reflecting Iñupiat educational philosophies...we must have teachers who will reflect and transmit our ideals and values. We must have Iñupiat-centered orientation in all areas of instruction. (1977, p. 2)

Along with Eben Hopson Sr., Paul Ongtooguk saw the poisonous effect of the Western school system imposed onto Alaska Native children at that time. Within the last 200 years, cultural and traditional education has been through a huge transformation. Iñupiat people went from originally learning on the land, to being forced to learn inside classrooms with a curriculum that had nothing to do with their lifestyle. Ongtooguk, said:

The challenge is called schools. Alaska Natives have largely embraced the promises of school. The promise was, and has been, to prepare young people to become contributing members of the communities, state and nation. But schools for Alaska Natives are like a meal laced with an unintended, poisonous effect. Along with the promise of preparing for the future was this poisonous idea that Native cultures, ways of life, languages, traditions, ideas, understandings of the world, the very societies that were keys to living for thousands of years should be stripped from the minds of children in order to prepare them for a future that will not include Alaska Native cultures. Alaska Natives live with the consequences of this to the present day, and see the after-effects reverberating through communities. (2001, p. 1)

While Paul saw that schools during the assimilationist era did not benefit Alaska Native children, it is through Iḷisaḡvik College that this project will contribute to the common goal of language and cultural revitalization and assist in reversing the effects of loss of culture, language and identity, and incorporating it within the very fabric of the Iñupiaq Studies Program. The Iñupiaq Studies Program's aim is to revitalize what has been put to rest or "sleeping," and allows us to question, "how can we fix this?" "How can we bring forth solutions?"

Eben Hopson Sr. and Paul Ongtooguk's words express how life used to be. Now that Iñupiat people have control of their education, Edward Saḡḡan Itta reminds what should not be forgotten. Edward Itta's words from his speech during the Alaska Federation of Natives (AFN) meeting in 2006 will continue to resonate with the Iñupiaq Studies Program. His speech was posted on a poster and disseminated all around the North Slope of Alaska. Itta says:

Our identity is as permanent as the land and the waters that sustain us. The land and the oceans and rivers are like us- they are permanent, but they also exist in a state of change. Our life as Iñupiat people is changing in many ways but the foundation of our life- our roots- establish our place and give us a firm grip on the earth. Our roots are expressed in our cultural heritage, which is our land, our language, our traditional values, our family and our community ties, our subsistence practices and our stories and dances that have been passed on since time immemorial. These are the things that give us our identity and define us as Iñupiat. Our heritage has the answer for our hearts and we need to participate in cultural activities, speak our language, live our Iñupiat values, and share the moments every day that make our hearts stronger. (2006)

Eben and Paul's words show how depressing and sad life used to be at a point in Iñupiat history. Their words depict the recent past, and I did not want to exclude the past, because knowing the past is a way to heal inter-generational historical trauma and to move forward. Including Edward's words will show what Iñupiat identity should look like today and forever more.

Iñupiaq Studies Program Outcomes

The Iñupiaq Studies program outcomes include addressing five of the six Iñupiaq Learning Framework realms within the program as well as three of the six strategies outlined in the Alaskan Iñuit Education Improvement Strategy (AIEIS).

A program outcome for the Iñupiaq Studies Program is to implement five of the ILF realms. Applying the ILF Environmental, Historical, Individual, Community, and Language realms will ensure that Iñupiaq Studies will teach essential content already identified by the NSBSD. This will allow Iñupiaq Studies to revitalize what has been put to rest or “sleeping.” This will also ensure a smooth transition of Iñupiaq education from the NSBSD all the way to higher education at Iḷisaḡvik College. Each of the core themes within each of the realms will be applied one way or another in the reconstructed program through course offerings and content.

The AIEIS was put together by the Iñuit Circumpolar Conference (ICC) Alaska. According to the Iñuit Circumpolar Council-Alaska (2015), “ICC- Alaska is a 501(c)3 non-profit organization that exists to be the unified voice and collective spirit of Alaskan Iñuit, to promote, protect, and advance Iñuit culture and society” (p. i). Members of the council met with Iñuit leaders, political leaders, and policy level federal agency personnel to address many different issues in Iñuit communities specifically related to Iñuit education. They take trips throughout Alaska and internationally to other Iñuit communities as well. As specified by the ICC-Alaska (2015), “In September 2013, they initiated the Alaskan Iñuit Education Improvement Strategy, which calls for sharing best practices across the circumpolar Arctic, the development and improvement of culturally appropriate curriculum, and inclusion of Iñuit languages as a critical component of education” (Iñuit Circumpolar Council-Alaska, 2015, p.1). The three of the fix strategies that will be applied as program outcomes are:

1. Research, advocate for, and promote the development, implementation, and sharing of culture-based curriculum that focuses on students’ identity as Iñuit.
2. Foster educational leadership capacity among Alaska Iñuit.
3. Revitalize and reclaim traditional Iñuit parenting skills.

The eight Iñupiaq Studies proposed Program Outcomes are summarized in Table 4.

Table 4: Proposed Iñupiaq Studies Program Outcomes	
1.	Implement the Environmental Realm
2.	Implement the Historical Realm
3.	Implement the Iñupiaq Language Realm
4.	Implement the Community Realm
5.	Implement the Individual Realm
6.	Implement and share culture-based curriculum that focuses on students’ identity as Iñuit.
7.	Foster educational leadership capacity among Alaska Iñuit.
8.	Implement traditional Iñuit parenting skills.

Based on Capacity, A Sustainable Program Proposal

Implementing a program that is sustainable is important. A sustainable program means that there will be a faculty member to nurture and maintain the courses and program, identified adjunct instructors, funding, and classroom space. Each will ensure success of the Iñupiaq Studies Program.

The restructured program will need the capacity in the department in order to offer the courses recommended. Current Iñupiaq Studies staff members include an Iñupiaq Studies Coordinator, Iñupiaq Studies Program Assistant, and Program Specialist. For program success, changes will need to be made. This can be done by altering job descriptions or changing the current positions slightly. For example, the Iñupiaq Studies Coordinator can be the full-time faculty member for the program. Part of the Iñupiaq Studies Assistant duties can be teaching as an adjunct instructor. The Program Specialist could act as a facilitator as well as do administrative duties in the office. In order to improve the issue of finding adjunct instructors to teach semester long courses, Iñupiaq Studies staff could act as facilitators to bring structure to the course as well as the knowledge and expertise through guest speakers. That way one individual would not have to commit a semester long period of time. Iñupiaq Studies currently has three adjunct instructors who are very dedicated individuals in the current program. The classes they teach are IÑU 257, Traditional and Contemporary Skin Sewing, IÑU 118, Exploring Iñupiaq Identity Through Creative Writing, and IÑU 220, North Slope History, Language, and Culture. The program is very blessed to have them as they bring Iñupiaq worldviews, knowledge, and expertise. As the program shifts, Iñupiaq Studies will need a bigger budget to employ a full time faculty member, and additional adjunct instructors. Since Iḷisaġvik College received the Department of Education Grant for Alaska Native Education Programming (ANEP), it may be able to be applied to the faculty and adjunct instructor positions. Also, Iñupiaq Studies will need additional funds for the supplies to support teaching materials.

Classroom space is not an issue for Iñupiaq Studies courses. The Iñupiaq Studies Program has its own classroom at the Browerville Center in Room 201. Other spaces used are the Dr. Albert Conference Room at the main campus, the Tuzzy Library teleconference room, and the Ipalook Elementary School computer lab. When the program expands, more spaces will have to be secured, but should not be a problem.

Iñupiaq Studies may be able to expand in the future with additional certificates. However, starting small with one certificate and one Associate of Arts degree can be an initial point. Once the program has good enrollment and additional staff members, and funding, expanding could be an option.

The following degree and certificate for a sustainable program is summarized in Table 5.

Table 5: Degree and Certificate for a Sustainable Program	
Degree	Iñupiaq Studies AA Degree
Certificate	Iñupiaq Studies Certificate

Course Descriptions

For each of the existing and recommended courses, course descriptions are included. Existing courses have course numbers, while those without course numbers are the recommended ones for the restructured program. Some minor changes have been made to certain existing course descriptions to ensure all core themes from the NSBSD ILF are included into course content. Table 6 shows the course descriptions.

Table 6: Iñupiaq Studies Course Descriptions		
Courses	Proposed Course Descriptions	Original Course Descriptions
IÑU 118, Elective Credits in Iñupiaq Studies (1-3 cr.)	Exploration of various Iñupiaq Studies topics. Focus areas pertain to the different realms: Environmental, Community, Individual, Historical, Language, and Spirituality. (Course may be repeated for credit when content varies).	Exploration of various Iñupiaq Studies topics. Some topics include, but are not limited to: crimping dried seal skin to make maklak soles, beading, learning how to make qupak; how to take tendons from caribou legs, dry, then split, and braid them to make thread; learning how to construct various frames such as making a qayaq, uniat, or umiaq; demonstrate how the skins for the cover of the qayaq or umiaq are sewn. (Course may be repeated for credit when content varies).
IÑU 121, Elementary Iñupiaq I (3 cr.)	Introductory course for students to learn the grammatical structure, basic words, and sentences in the Iñupiaq language. Prerequisite: Iñupiaq language ACCUPLACER test	N/A (this is not in the current 2018/2019 catalog as it is new)
IÑU 158, Traditional and Contemporary Native Food Preparation (3 cr.)	Traditional and contemporary Native food preparation taught by local experts. Students will learn how to cook and/or make dishes using traditional Iñupiaq foods, as they are available. <i>Check fee schedule for applicable charges.</i>	Traditional and contemporary foods preparation as taught by local experts. Students will learn how to cook and/or make dishes using traditional Iñupiaq foods, as they are available. <i>Check fee schedule for applicable charges.</i>
IÑU 210, Iñupiaq Land Use, Values, and Resources cultural summer camp (3 cr.)	Students will go camping in tents in one of the North Slope villages and will gain insights on subsistence hunting, wildlife patterns, historical features and more. This course will provide an overview of the core elements of the Iñupiaq worldview of their geography and ecosystem, as well as an examination of the complex relationships of people with the land, ocean and natural resources. Proper behaviors in the treatment of the land and resources will be discussed including North Slope geography landmarks, Traditional Land Use Inventory, camps, hunting areas, animals of the area, place names, plants of the area, historic use, flora and fauna, hunting and subsistence. Demonstrations of appropriate uses of animals and other resources will be	Students will go camping in tents in one of the North Slope villages and will gain insights on subsistence hunting, wildlife patterns, historical features and more. This course will provide an overview of the core elements of the Iñupiaq worldview of their geography and ecosystem, as well as an examination of the complex relationships of people with the land, ocean and natural resources. Proper behaviors in the treatment of the land and resources will be discussed including North Slope geography landmarks, Traditional Land Use Inventory, camps, hunting areas, animals of the area, place names, plants of the area, historic use, flora and fauna, hunting and subsistence. Demonstrations of appropriate uses of animals and other resources will be incorporated. This course meets the initial teacher certification requirements of AS 14.20.20(h) and 4 AAC 12.075(b) of the Alaska Department of Education and Early Development, Office of Teacher Education and Certification.

	<p>incorporated. This course meets the initial teacher certification requirements of AS 14.20.20(h) and 4 AAC 12.075(b) of the Alaska Department of Education and Early Development, Office of Teacher Education and Certification. Approved courses (for specific certification requirements, please see http://www.eed.state.ak.us/TeacherCertification/)</p>	<p>Approved courses (for specific certification requirements, please see http://www.eed.state.ak.us/TeacherCertification/)</p>
IñU 213, Iñuit Storytelling (3 cr.)	<p>This course provides a comparative survey and overview of Iñuit storytelling across the circumpolar north. It explores traditional and contemporary art forms of storytelling from Arctic countries. This course includes <i>unipkaat</i> (legends), <i>uqaluktuat</i> (personal experiences), and <i>quliaqtuat</i> (recent stories from the last few generations). The course content consists of interviewing Elders, reading and discussion of articles, stories, and book chapters. The Internet will be used for research.</p>	<p>Provides a comparative survey and overview of Iñuit Storytelling across the circumpolar north. It will explore both traditional and contemporary art forms of storytelling from Arctic countries. Stories will be researched, transcribed and translated from Iñupiaq into English and then retold to the class or to entities such as NSBSD classrooms. Course content consists of interviewing Elders, reading and discussion of books from IHLC Elders conferences; books from Russia, Canada, Greenland and Lapland. Internet may also be used in research. (Prerequisite or Co-requisite: ENGL 111).</p>
IñU 220, North Slope History and Culture (3 cr.)	<p>This course will provide a foundation in core areas of the history of the North Slope. This includes significant historical events dating back to oral traditions regarding the origins of the Iñupiaq people, colonization, and modern history in a contemporary context. An examination of the changes in cultural, and social characteristics will be integrated throughout the course. This course meets the initial teacher certification requirements of AS 14.20.20(h) and 4 AAC 12.075(b) of the Alaska Department of Education and Early Development, Office of Teacher Education and Certification, Approved Courses (for specific certification requirements, please see http://www.eed.state.ak.us/TeacherCertification/).</p>	<p>Provides a solid foundation regarding Indigenous knowledge about North Slope Iñupiaq history, language, and culture. Significant historical events dating back to prehistoric times and to the present will be emphasized, as well as linguistic and cultural characteristics of the Iñupiaq. This course meets the initial teacher certification requirements of AS 14.20.20(h) and 4 AAC 12.075(b) of the Alaska Department of Education and Early Development, Office of Teacher Education and Certification, Approved Courses (for specific certification requirements, please see http://www.eed.state.ak.us/TeacherCertification/).</p>
IñU 257, Traditional and Contemporary Skin Sewing (3 cr.)	<p>Traditional skin sewing taught by a local expert. Students will learn to sew by hand and with a sewing machine. Students will select a project to work on during the first week of class and will be expected to have finished the project(s) by the final class of the semester. Both traditional and contemporary designs will be taught. May</p>	<p>Traditional skin sewing taught by a local expert. Students will learn to sew by hand and with a sewing machine. Students will select a project to work on during the first week of class and will be expected to have finished the project(s) by the final class of the semester. Both traditional and contemporary designs will be taught. Students will</p>

	<p>be repeated once for credit. <i>See fee schedule for applicable charges.</i></p> <p>Please note: the Marine Mammal Protection Act of 1972 restricts the possession and use of certain skins to Alaska Natives only; non-Native students will use unrestricted skins.</p>	<p>be responsible for supplying their own furs and materials. May be repeated once for credit.</p> <p>Please note: the Marine Mammal Protection Act of 1972 restricts the possession and use of certain skins to Alaska Natives only; non-Native students will use unrestricted skins.</p>
IÑU 260, Iñupiaq Songs, Dances, and Drumming (3 cr.)	<p>Traditional Iñupiaq singing, drumming, and dancing from the North Slope's Indigenous group are taught by experienced performers. Students will learn to sing invitational and motion dance songs and the stories behind them. After learning the songs and dances, students will learn to motion dance. Students will also experience singing, dancing, and drumming and making up their own program to showcase what the students have learned in this course. Additionally, students will also sew their own regalia for their performances, including an atikluk and mittens.</p>	<p>Traditional Native Alaskan singing, drumming, and dancing from the North Slope's Indigenous group are taught by experienced performers. Students will learn to sing both invitational and motion dances. After learning the songs and meaning of the motions, students will learn to motion dance. Students will also be taught the use of the traditional drum with the rhythm of the song.</p>
IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (3 cr.)	<p>Learn more about Iñupiat people and Iñuit-wide history, specifically as it pertains to the creative expression of identity. Read the art and experiences of pre-modern and modern Iñuit artists. Write your own creative work focused on who you are as an Iñupiaq person or member of an Iñupiaq community today.</p>	N/A
IÑU XXX, Elementary Iñupiaq II (4 cr.)	<p>This course is a continuation of Elementary Iñupiaq I. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab. Prerequisite: IÑU 121, Elementary Iñupiaq I.</p>	N/A
IÑU XXX, Elementary Iñupiaq III (3 cr.)	<p>This course is a continuation of Elementary Iñupiaq II. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab, as well as an Iñupiaq Rosetta Stone lab. Prerequisite: IÑU XXX, Elementary Iñupiaq II.</p>	N/A
IÑU XXX, Elementary Iñupiaq IV (3 cr.)	<p>This course is a continuation of Elementary Iñupiaq III. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab, as well as an Iñupiaq Rosetta Stone lab.</p>	N/A

	Prerequisite: IÑU XXX, Elementary Iñupiaq III.	
IÑU XXX, Iñupiaq Language Revitalization Summer Camp (1-3 cr.)	Students will come together in a camping setting to further their language speaking skills. <i>See fee schedule for applicable charges.</i>	N/A
IÑU XXX, Introduction to Traditional Plants (1 cr.)	Students will learn about the traditional edible and medicinal plants in the North Slope of Alaska. Students will also travel to one of the North Slope villages to see the difference in variety of plants from Utqiagvik and get hands-on experience.	N/A
IÑU XXX, Traditional Parenting Skills (1-3 cr.)	This course aims to revitalize and reclaim traditional parenting skills. The Internet will be used to conduct research on the topic of Iñuit parenting.	N/A
IÑU XXX, Introduction to Iñupiaq Studies (3 cr.)	This course is an in-depth orientation to the Iñupiaq Studies Program and is also a cornerstone course for all Iñupiaq Studies students in the program. It provides information concerning the Individual Realm, which includes: creating balance, leadership, women's and men's roles, values & beliefs, naming, and life cycle. <i>See fee schedule for applicable charges.</i>	N/A
IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)	Students will learn Arctic survival skills and hunting techniques. This includes, but is not limited to: gun safety, how to dig a cave in the snow, knowing what types of snow is good for drinking water, how to use a Personal Locator Beacon (PLB), an In-reach, and GPS devices, how to sew ripped clothing, how to change a sparkplug on snow machines, how to change and add oil to all-terrain vehicles, how to read the sky and clouds, learn about the wind and water current directions, how to tie different types of knots, splicing rope, how to pack a sled/trailer, how to treat frost bites, how to set up a trap line, and more.	N/A
IÑU XXX, Traditional and Contemporary Plant Techniques (3 cr.)	Students will gain a better understanding of different plant collecting and processing techniques. Processing techniques will provide hands-on activities including, but not limited to, drying plants, creating salves, teas, tinctures, art, and jewelry.	N/A

IÑU XXX, Traditional Plant Nutrition (3 cr.)	This course will discuss traditional plant nutrition in depth. Students will learn about the nutrient composition of common edible plants of the Iñupiat peoples and how these nutrients help to maintain health and wellness. The nutrients could include vitamins, minerals, phytochemicals, antioxidants, etc.	N/A
IÑU XXX, Traditional Clothing Design (3 cr.)	During this course, students will design their own fur parka. <i>Check fee schedule for applicable charges.</i> Prerequisite: IÑU 257, Traditional and Contemporary Skin Sewing.	N/A
IÑU XXX, Cultural Knowledge of Native Elders (3 cr.)	This course will allow students to learn about the cultural knowledge of Native Elders by studying documentation, literature, interviewing Elders, and guest speakers.	N/A
IÑU XXX, Iñupiaq Tools and Art Workshops (3 cr.)	As resources and individual instructors are available, students will learn how to make different types of Iñupiaq artwork through workshops. Hands-on activities include, but are not limited to ulu making, jewelry, ivory, baleen and soapstone carving, drum making, and sinew making. <i>Check fee schedule for applicable charges.</i>	N/A

Ensuring that each of the proposed courses will have an instructor is a way to determine if a program will be able to be sustained. A course rotation with a list of faculty, adjunct instructors, and facilitators are included in Table 7. Those listed under faculty will be taught by the Iñupiaq Studies Coordinator. Courses listed under adjunct will be taught by either the Iñupiaq Studies Program Assistant, or an adjunct instructor. Finally, those listed under facilitator will be taught by any of the Iñupiaq Studies staff members.

Table 7: Course Rotation, Faculty, Adjuncts, and Facilitators	
Fall Semester	Faculty, Adjunct, or Facilitator
IÑU 257, Traditional and Contemporary Skin Sewing	Adjunct
IÑU 158, Traditional and Contemporary Native Food Preparation	Faculty, Adjunct
IÑU XXX, Traditional and Contemporary Plant Techniques	Adjunct
IÑU XXX, Traditional Clothing Design	Facilitator
IÑU XXX, Introduction to Iñupiaq Studies	Faculty, Adjunct
IÑU XXX, Cultural Knowledge of Native Elders	Faculty
IÑU 121, Elementary Iñupiaq I	Faculty
IÑU XXX, Elementary Iñupiaq III	Faculty

IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (online)	Adjunct
IÑU 118, Elective Credits in Iñupiaq Studies	Facilitator
Spring Semester	
IÑU 213, Iñuit Storytelling	Faculty, Adjunct
IÑU 220, North Slope History and Culture	Adjunct
IÑU 257, Traditional and Contemporary Skin Sewing	Adjunct
IÑU XXX, Introduction to Arctic Survival and Hunting Techniques	Facilitator
IÑU XXX, Traditional Plant Nutrition	Adjunct
IÑU 260, Iñupiaq Songs, Dances, and Drumming	Adjunct, Facilitator
IÑU XXX, Traditional Parenting Skills	Faculty, Facilitator
IÑU XXX, Iñupiaq Tools and Art Workshops	Facilitator
IÑU XXX, Elementary Iñupiaq II	Faculty
IÑU XXX, Elementary Iñupiaq IV	Faculty
IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing	Adjunct
IÑU 118, Elective Credits in Iñupiaq Studies	Facilitator
Summer Semester	
IÑU 210, Iñupiaq Land Use, Values, and Resources cultural summer camp	Faculty, Adjunct
IÑU XXX, Introduction to Traditional Plants summer camp	Faculty, Adjunct
IÑU XXX, Iñupiaq Language Revitalization summer camp	Faculty, Adjunct
IÑU 118, Elective Credits in Iñupiaq Studies	Adjunct, Facilitator

Certificate and Degree Proposals

Certificate and degree proposals are forms that Iñisaġvik College's Academic Council requires in order to see the program in depth. Academic Council is the governing body that approves or disapproves program proposals. The following certificate and degree proposals will be sustainable:

IÑUPIAQ STUDIES

AA Degree Proposal

A MORE SUSTAINABLE PROPOSAL

Degree outcomes

- Allow students to acquire knowledge and build a strong foundation based on North Slope history, language, culture, and identity.
- Provide students with a cultural and academic experience.
- Allow students to conduct performances and/or presentations pertaining to their culture and identity.
- Perpetuate traditional knowledge pertaining to the following realms:
 - Iñupiaq Language Realm
 - Environmental Realm
 - Community Realm
 - Individual Realm
 - Historical Realm

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Coordinator, Iñupiaq Studies
Iḷisaḡvik College
March 2019

Program Title:

AA Degree, Iñupiaq Studies

Admission Requirements and Prerequisites:

In order to be a part of the program, students will have to apply to the Iñupiaq Studies Program.

There are no prerequisites for the certificate programs, however some individual courses have prerequisites. First, IÑU 121, Elementary Iñupiaq I requires students to complete an Iñupiaq Language Accuplacer test to determine which level course the students are placed at. Those who do not pass the test will have to take IÑU XXX, Introduction to the Iñupiaq Language (1 cr.). Those who do pass will move along into IÑU 121, Elementary Iñupiaq I.

Course Description of Required and Recommended Courses:

IÑU 118, Elective Credits in Iñupiaq Studies (1-3 cr.)	Exploration of various Iñupiaq Studies topics. Focus areas pertain to the different realms: Environmental, Community, Individual, Historical, Language, and Spirituality. (Course may be repeated for credit when content varies).
IÑU 121, Elementary Iñupiaq I (3 cr.)	Introductory course for students to learn the grammatical structure, basic words, and sentences in the Iñupiaq language. Prerequisites: ACCUPLACER
IÑU 158, Traditional and Contemporary Native Food Preparation (3 cr.)	Traditional and contemporary Native food preparation taught by local experts. Students will learn how to cook and/or make dishes using traditional Iñupiaq foods, as they are available. <i>Check fee schedule for applicable charges.</i>
IÑU 210, Iñupiaq Land Use, Values, and Resources cultural summer camp (3 cr.)	Students will go camping in tents in one of the North Slope villages and will gain insights on subsistence hunting, wildlife patterns, historical features and more. This course will provide an overview of the core elements of the Iñupiaq worldview of their geography and ecosystem, as well as an examination of the complex relationships of people with the land, ocean and natural resources. Proper behaviors in the treatment of the land and resources will be discussed including North Slope geography landmarks, Traditional Land Use Inventory, camps, hunting areas, animals of the area, place names, plants of the area, historic use, flora and fauna, hunting and subsistence. Demonstrations of appropriate uses of animals and other resources will be incorporated. This course meets the initial teacher certification requirements of AS 14.20.20(h) and 4 AAC 12.075(b) of the Alaska Department of Education and Early Development, Office of Teacher Education and Certification. Approved courses (for specific certification requirements, please see http://www.eed.state.ak.us/TeacherCertification/
IÑU 213, Iñuit Storytelling (3 cr.)	This course provides a comparative survey and overview of Iñuit storytelling across the circumpolar north. It explores traditional and contemporary art forms of storytelling from Arctic countries. This course includes <i>unipkaat</i> (legends), <i>uqaluktuaq</i> (personal experiences), and <i>quliaqtuaq</i> (recent stories from the last few generations). The course content consists of interviewing Elders, reading and discussion of articles, stories, and book chapters. The Internet will be used for research.
IÑU 220, North Slope History, Language, and Culture (3 cr.)	This course will provide a foundation in core areas of the history of the North Slope. This includes significant historical events dating back to oral traditions regarding the origins of the Iñupiaq people, colonization, and modern history in a contemporary context. An examination of the changes

	in cultural, social, and linguistic characteristics will be integrated throughout the course.
IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.)	Traditional skin sewing taught by a local expert. Students will learn to sew by hand and with a sewing machine. Students will select a project to work on during the first week of class and will be expected to have finished the project by the final class of the semester. Both traditional and contemporary designs will be taught. May be repeated once for credit. <i>Check fee schedule for applicable charges</i>
IÑU 260, Iñupiaq Songs, Dances, and Drumming (3 cr.)	Traditional Iñupiaq singing, drumming, and dancing from the North Slope's Indigenous group are taught by experienced performers. Students will learn to sing invitational and motion dance songs and the stories behind them. After learning the songs and dances, students will learn to motion dance. Students will also experience singing, dancing, and drumming and making up their own program to showcase what the students have learned in this course.
IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (3 cr.)	Learn more about Iñupiat people and Iñuit-wide history, specifically as it pertains to the creative expression of identity. Read the art and experiences of pre-modern and modern Iñuit artists. Write your own creative work focused on who you are as an Iñupiaq person or member of an Iñupiaq community today.
IÑU XXX, Elementary Iñupiaq II (4 cr.)	This course is a continuation of Elementary Iñupiaq I. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab. Prerequisite: IÑU 121, Elementary Iñupiaq I.
IÑU XXX, Elementary Iñupiaq III (3 cr.)	This course is a continuation of Elementary Iñupiaq II. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab, as well as an Iñupiaq Rosetta Stone lab. Prerequisite: IÑU XXX, Elementary Iñupiaq II.
IÑU XXX, Elementary Iñupiaq IV (3 cr.)	This course is a continuation of Elementary Iñupiaq III. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab, as well as an Iñupiaq Rosetta Stone lab. Prerequisite: IÑU XXX, Elementary Iñupiaq III.
IÑU XXX, Introduction to Iñupiaq Studies (3 cr.)	This course is an in-depth orientation to the Iñupiaq Studies Program and is also a cornerstone course for all Iñupiaq Studies students in the program. It provides information concerning the Individual Realm, which includes: creating balance, leadership, women's and men's roles, values & beliefs, naming, and life cycle. <i>Check fee schedule for applicable charges</i>
IÑU XXX, Introduction to Traditional Plants (1 cr.)	Students will learn about the traditional edible and medicinal plants in the North Slope of Alaska. Students will also travel to one of the North Slope villages to see the difference in variety of plants from Utqiagvik and get hands-on experience.
IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)	Students will learn Arctic survival skills and hunting techniques. This includes, but is not limited to: gun safety, how to dig a cave in the snow, knowing what types of snow is good for drinking water, how to use a Personal Locator Beacon (PLB), an In-reach, and GPS devices, how to sew ripped clothing, how to change a spark plug on snow machines, how to change and add oil to all-terrain vehicles, how to read the sky and clouds, learn about the wind and water current directions, how to tie different types of knots, splicing rope, how to pack a sled/trailer, how to treat frost bites, how to set up a trap line, and more.
IÑU XXX, Traditional Parenting Skills (1 cr.)	This course aims to revitalize and reclaim traditional parenting skills. The Internet will be used to conduct research on the topic of Iñuit parenting.

IÑU XXX, Cultural Knowledge of Native Elders (3 cr.)	This course will allow students to learn about the cultural knowledge of Native Elders by studying documentation, literature, interviewing Elders, and guest speakers.
IÑU XXX, Iñupiaq Tools and Art Workshops (3 cr.)	As resources and individual instructors are available, students will learn how to make different types of Iñupiaq artwork through workshops. Hands-on activities include, but are not limited to ulu making, jewelry, ivory, baleen and soapstone carving, drum making, and sinew making. <i>Check fee schedule for applicable charges.</i>
IÑU XXX, Traditional and Contemporary Plant Techniques (3 cr.)	Students will gain a better understanding of different plant collecting and processing techniques. Processing techniques will provide hands-on activities including, but not limited to, drying plants, creating salves, teas, tinctures, art, and jewelry.
IÑU XXX, Traditional Plant Nutrition (3 cr.)	This course will discuss traditional plant nutrition in depth. Students will learn about the nutrient composition of common edible plants of the Iñupiat peoples and how these nutrients help to maintain health and wellness. The nutrients could include vitamins, minerals, phytochemicals, antioxidants, etc.
IÑU XXX, Traditional Clothing Design (3 cr.)	During this course, students will design their own fur parka. <i>Check fee schedule for applicable charges.</i> Prerequisite: IÑU 257, Traditional and Contemporary Skin Sewing.
IÑU XXX, Iñupiaq Language Revitalization summer camp (3 cr.)	Students will come together in a camping setting to further their language speaking skills.
ENGL 111, Introduction to Academic Writing (3 cr.)	Instruction and practice in written inquiry and critical reading. Introduction to writing as a way of developing, exploring and testing ideas. Concentration on research methods and techniques. Prerequisites: ACCUPLACER score of 90 or higher; or completion of ENGL 075B with "C" or higher. Prerequisite or co-requisite: LS 101, or permission of instructor. Students may also enroll with an ACCUPLACER score of 55-89 and concurrent enrollment in ENGL 031.
COMM 131, Fundamentals of Oral Communication (3 cr.)	The communication process with a focus on listening, perception, verbal and nonverbal communication, ethics, research, and organization. Emphasizes effective performance and increased understanding of small group communication contexts. Students make several oral presentations in different formats.
IT 100, Introduction to Online Learning (1 cr.)	This class will provide students with the necessary tools to successfully complete online courses. This introduction will simulate online learning in either 1) a face-to-face, traditional format, or 2) an online format with teleconference support. Topics covered in this class will include navigating web pages, downloading and uploading files, posting personal profiles, participating in online discussion, working with email attachments, taking online quizzes and exams, checking grades, and planning and organizing for successful completion.
LS 101, Library Information and Research (1 cr.)	Introduction to effective library research methods and principles of information organization and retrieval. Emphasis on applied experience with finding and evaluating information, especially through use of library catalogs, journal indexes and Internet resources.

Requirements for the Degree or Certificate, Including a Sample Course of Study:

Iñupiaq Studies AA Degree

Iñupiaq Language Realm:	
IÑU 121 Elementary Iñupiaq I (3 cr.)	
IÑU XXX Elementary Iñupiaq II with VIVA lab (4 cr.)	
IÑU XXX Elementary Iñupiaq III (3 cr.)	
IÑU XXX Elementary Iñupiaq IV (3 cr.)	
IÑU XXX Iñupiaq Language Revitalization summer camp (3 cr.)	
Historical Realm:	
IÑU 220 North Slope Iñupiaq History, Language, and Culture (3 cr.)	
IÑU 213 Iñuit Storytelling (3 cr.)	
Environmental Realm:	
IÑU 158 Traditional and Contemporary Native Food Preparation (3 cr.)	
IÑU 257 Traditional and Contemporary Skin Sewing (3 cr.)	
IÑU 210 Iñupiaq Land Use, Values, and Resources cultural summer camp (3 cr.)	
IÑU XXX Introduction to Traditional Plants (3 cr.)	
IÑU XXX Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)	
IÑU XXX Traditional and Contemporary Plant Techniques (3 cr.)	
IÑU XXX Traditional Plant Nutrition (3 cr.)	
IÑU XXX Traditional Clothing Design (3 cr.)	
IÑU 118 Elective Credits in Iñupiaq Studies (2 cr.)	
Individual Realm:	
IÑU XXX Introduction to Iñupiaq Studies (3 cr.)	
IÑU XXX Exploring Iñupiaq Identity Through Creative Writing (3 cr.)	
Community Realm:	
IÑU 260 Iñupiaq Songs, Dances, and Drumming (3 cr.)	
IÑU XXX Traditional Parenting Skills (1 cr.)	
IÑU XXX Cultural Knowledge of Native Elders (3 cr.)	
IÑU XXX Iñupiaq Tools and Art Workshops (3 cr.)	
Communications Requirements:	
ENGL 111 Introduction to Academic Writing (3 cr.)	
COMM 131 Fundamentals of Oral Communication (3 cr.)	
Technology Requirements:	
IT 100 Introduction to Online Learning (1 cr.)	
LS 101 Library Information and Research (1 cr.)	
Total: 60-61 credits	

Semester	3 Year Course Track, Option A	Total Credits
Year 1, Fall Semester	<ul style="list-style-type: none"> IÑU XXX, Introduction to Iñupiaq Studies (3 cr.) IÑU 121, Elementary Iñupiaq I (3 cr.) COMM 131, Fundamentals of Oral Communications (3 cr.) IT 100, Introduction to Online Learning (1 cr.) IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (3 cr.) 	13 credits total
Year 1, Spring Semester	<ul style="list-style-type: none"> IÑU XXX, Elementary Iñupiaq II with VIVA lab (4 cr.) ENGL 111, Introduction to Academic Writing (3 cr.) IÑU 213, Iñuit Storytelling (3 cr.) LS 101, Library Information and Research (1 cr.) 	11 credits total

Year 1, Summer Semester	<ul style="list-style-type: none"> • IÑU 210, Iñupiaq Land Use, Values, and Resources summer camp (3 cr.) 	3 credits total
Year 2, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq III (3 cr.) • IÑU 158, Traditional and Contemporary Native Foods Preparation (3 cr.) • IÑU XXX, Cultural Knowledge of Native Elders (3 cr.) • IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.) 	12 credits total
Year 2, Spring Semester	<ul style="list-style-type: none"> • IÑU 260, Iñupiaq Songs, Dances and Drumming (3 cr.) • IÑU XXX, Introduction to Traditional Parenting Skills (1 cr.) • IÑU XXX, Traditional and Contemporary Plant Techniques (3 cr.) • IÑU 220, North Slope Iñupiaq History, Language, and Culture (3 cr.) 	10 credits total
Year 3, Summer Semester	<ul style="list-style-type: none"> • IÑU XXX, Iñupiaq Language Revitalization summer camp (3 cr.) 	3 credit total
Year 3, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Traditional Clothing Design (3 cr.) • IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.) 	6 credits total
Year 3, Spring Semester	<ul style="list-style-type: none"> • IÑU XXX, Iñupiaq Tools and Art Workshops (3 cr.) 	3 credits total
	Total Credits	61 Credits Total

Semester	3 Year Course Track, Option B	Total Credits
Year 1, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Iñupiaq Studies (3 cr.) • IÑU 121, Elementary Iñupiaq I (3 cr.) • COMM 131, Fundamentals of Oral Communications (3 cr.) • IT 100, Introduction to Online Learning (1 cr.) 	10 credits total
Year 1, Spring Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq II with VIVA lab (4 cr.) • ENGL 111, Introduction to Academic Writing (3 cr.) • IÑU 213, Iñuit Storytelling (3 cr.) • LS 101, Library Information and Research (1 cr.) • IÑU 118, Elective Credits in Iñupiaq Studies (1 cr.) Related to the Environmental Realm 	12 credits total
Year 1, Summer Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Traditional Plants (1 cr.) 	1 credits total
Year 2, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq III (3 cr.) • IÑU 158, Traditional and Contemporary Native Foods Preparation (3 cr.) • IÑU XXX, Cultural Knowledge of Native Elders (3 cr.) • IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.) 	12 credits total
Year 2, Spring Semester	<ul style="list-style-type: none"> • IÑU 260, Iñupiaq Songs, Dances and Drumming (3 cr.) • IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (3 cr.) • IÑU XXX, Traditional and Contemporary Plant Techniques (3 cr.) • IÑU 220, North Slope Iñupiaq History, Language, and Culture (3 cr.) 	12 credits total
Year 3, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq IV (3 cr.) • IÑU XXX, Introduction to Traditional Parenting Skills (1 cr.) 	5 credits total

	<ul style="list-style-type: none"> • IÑU 118, Elective Credits in Iñupiaq Studies (1 cr.) Related to the Environmental Realm) • 	
Year 3, Spring Semester	<ul style="list-style-type: none"> • IÑU XXX, Iñupiaq Tools and Art Workshops (3 cr.) • IÑU XXX, Traditional Plant Nutrition (3 cr.) • IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.) 	9 credits total
	Total Credits	61 Credits Total

Semester	2.5 Year Course Track, Option C	Total Credits
Year 1, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Iñupiaq Studies (3 cr.) • IÑU 121, Elementary Iñupiaq I (3 cr.) • COMM 131, Fundamentals of Oral Communications (3 cr.) • IT 100, Introduction to Online Learning (1 cr.) • IÑU 118, Elective Credits in Iñupiaq Studies (1 cr.) Related to the Environmental Realm 	11 credits total
Year 1, Spring Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq II with VIVA lab (4 cr.) • ENGL 111, Introduction to Academic Writing (3 cr.) • IÑU 213, Iñuit Storytelling (3 cr.) • LS 101, Library Information and Research (1 cr.) • IÑU XXX, Introduction to Traditional Parenting Skills (1 cr.) • IÑU 220, North Slope Iñupiaq History, Language, and Culture (3 cr.) 	15 credits total
Year 1, Summer Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Traditional Plants (1 cr.) • IÑU 210, Iñupiaq Land Use, Values, and Resources (3 cr.) • IÑU XXX, Iñupiaq Language Revitalization summer camp (3 cr.) 	7 credits total
Year 2, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq III (3 cr.) • IÑU 158, Traditional and Contemporary Native Foods Preparation (3 cr.) • IÑU XXX, Cultural Knowledge of Native Elders (3 cr.) • IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.) • IÑU XXX, Iñupiaq Tools and Art Workshops (3 cr.) 	15 credits total
Year 2, Spring Semester	<ul style="list-style-type: none"> • IÑU 260, Iñupiaq Songs, Dances and Drumming (3 cr.) • IÑU XXX, Exploring Iñupiaq Identity Through Creative Writing (3 cr.) • IÑU XXX, Traditional Clothing Design (3 cr.) • IÑU XXX, Traditional and Contemporary Plant Techniques (3 cr.) • IÑU 118, Elective Credits in Iñupiaq Studies (1 cr.) Related to the Environmental Realm) 	13 credits total
	Total Credits	61 Credits Total

Degree Goals

Brief Description of Degree Objectives and Means of Evaluating Them:

- Allow students to acquire knowledge and build a strong foundation based on North Slope history, language, culture, and identity.
- Provide students with a cultural and academic experience.

- Allow students to conduct performances and/or presentations pertaining to their culture and identity.
- Perpetuate traditional knowledge pertaining to the following realms:
 - Iñupiaq Language Realm
 - Environmental Realm
 - Community Realm
 - Individual Realm
 - Historical Realm

Students will complete projects, and conduct presentations during different events, such as the Iñupiaq Fine Arts Festival. These projects and presentations will demonstrate their knowledge of North Slope history, language, and culture, and what they have learned in each of the individual courses.

Relationship of Degree Objectives to the College’s Mission Statement:

Iḷisaḡvik College’s mission statement is, “Iḷisaḡvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.” As part of Iḷisaḡvik Colleges’ mission statement, one of the four core themes is on the Iñupiaq culture and values.

This Iñupiaq Studies AA Degree is intended to perpetuate Iñupiaq language, traditions, culture, history, and identity.

Occupational and Other Competencies to be Achieved:

- Students will acquire knowledge that will help them in different positions of leadership.
- Students who graduate from these certificates will be ready to transfer to other 4-year bachelor degree programs, such as the Alaska Native Studies program with the University of Alaska Fairbanks, or others. However, please note that many classes may not be able to transfer over to another university given its uniqueness to this region.
- It is important to note that this program is tailored for students to strengthen their cultural identity, and knowledge of Iñupiaq language, culture, and history.

Relationship of courses to the degree objectives:

Each of the courses in this Iñupiaq Studies AA Degree proposal are key in strengthening cultural identity by instilling traditional knowledge related to the Iñupiaq language, history, environment, community, and individual self-growth.

Each of the following language courses perpetuate the Iñupiaq Language Realm. The Iñupiaq language was currently put on the list of endangered languages. These courses will bring back that knowledge in the elementary level and will provide that basic language foundation of understanding, comprehension, and speaking.

- IÑU 121 Elementary Iñupiaq I (3 cr.)
- IÑU XXX Elementary Iñupiaq II with VIVA lab (4 cr.)
- IÑU XXX Elementary Iñupiaq III (3 cr.)
- IÑU XXX Elementary Iñupiaq IV (3 cr.)

The following courses address the Historical Realm. IÑU 220 will provide the pre-ANCSA history, while IÑU XXX, Alaska Native Claims Settlement Act will focus on ANCSA itself, which is an important piece of recent history. IÑU 213 will allow students to learn about legends, recent stories from the last few generations, and personal experiences. This is important to the historical realm because it allows students to learn about the past and how it used to be in contrast to today's stories. IÑU XXX, North Slope Government will give students an idea of the everyday processes, such as the different organization and their purposes in the North Slope.

- IÑU 220 North Slope Iñupiaq History, Language, and Culture (3 cr.)
- IÑU XXX Alaska Native Claims Settlement Act (1 cr.)
- IÑU 213 Iñuit Storytelling (3 cr.)
- IÑU XXX North Slope Government (3 cr.)

The Environmental Realm includes a number of courses that allow students to either be out on the land or to use materials normally found in the Arctic. IÑU 210 and IÑU XXX, Introduction to Traditional Plants will give students an opportunity to connect with community members and Elders from another community, be out on the land, and gain skills that include core themes from all 6 realms. IÑU 158 allows students to cook and make traditional and contemporary dishes using Native foods collected from the Arctic. IÑU 257 allows students to learn how to sew with a machine and by hand, which are skills needed in order to be dressed properly in the Arctic. Lastly, IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques will teach skills needed when going out on the land, camping, and hunting.

- IÑU 158 Traditional and Contemporary Native Food Preparation (3 cr.)
- IÑU 257 Traditional and Contemporary Skin Sewing (3 cr.)
- IÑU 210 Iñupiaq Land Use, Values, and Resources (3 cr.)
- IÑU XXX Introduction to Traditional Plants (1 cr.)
- IÑU XXX Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)
- IÑU 118 Elective Credits in Iñupiaq Studies (2 cr.)

Individual Realm courses promote healing and wellness. Focusing on the individual person allows students to explore leadership, values and beliefs, creating balance, women's and men's roles, and more.

- IÑU XXX Introduction to Iñupiaq Studies (3 cr.)
- IÑU XXX Exploring Iñupiaq Identity Through Creative Writing (3 cr.)

The Community Realm allows students to learn about core themes relating to singing and dancing through IÑU 260, and parenting through IÑU XXX, Traditional Parenting Skills. Students also have the

opportunity to connect and learn from Elders from the community through IñU XXX Cultural Knowledge of Native Elders. IñU XXX, Iñupiaq Tools and Art Workshops will allow students to further engage with community members by learning different types of skills, such as ulu making or jewelry making from local experts.

- IñU 260 Iñupiaq Songs, Dances, and Drumming (3 cr.)
- IñU XXX Traditional Parenting Skills (3 cr.)
- IñU XXX Cultural Knowledge of Native Elders (3 cr.)
- IñU XXX Iñupiaq Tools and Art Workshops (3 cr.)

Personnel Directly Involved with the Program

List of faculty involved in the program, including brief statement of duties and qualifications:

Currently there are no full-time Iñupiaq Studies faculty members, just adjunct instructors. However, I do plan on becoming a full-time faculty member. I have been slowly moving in that direction as I already teach a number of classes already listed on the proposal. Also Katie Roseberry would like to teach some of the classes as well. For some of the new courses, new adjunct instructors will need to be recruited. If unsuccessful, Iñupiaq Studies staff members will act as facilitators or hosts to provide structure to the courses and invite guest speakers and presenters.

Administrative and coordinating personnel:

These certificates will be part of the existing Iñupiaq Studies Program. They will be coordinated as part of the regular administrative duties of that program.

Enrollment Information

Projected enrollment compared with present enrollment:

It is anticipated that these new certificates will increase enrollment in the Iñupiaq Studies Program. Present enrollment is quite low, so this new structure will be much better for potential students.

Maximum enrollment the program can accommodate:

Maximum enrollment in the program is based on the number of students each class is able to accommodate, which is 12-15 students per course.

Special restrictions on enrollments:

None.

Need for Program

Required for other programs? In what way? How this requirement been met to date:

Iḷisaḡvik College just recently required every student to take one Iñupiaq Studies class before they graduate. This will allow more diversity in the classes instead of just Iñupiaq Studies program active students. In addition to that many people not only in leadership positions, but younger students as well encourage more classes from each of the realms.

Employment market needs:

One need in the North Slope is leadership and Iñupiaq teachers knowledgeable about the key areas taught in the proposed certificates. These certificates will allow students to learn about North Slope history, language, and culture, which is ideal for those in leadership positions or moving in that direction. These certificates are also great for those interested in becoming teachers in North Slope schools.

How have positions been filled to date:

Students who have graduated with certificates or an AA Degree in Iñupiaq Studies have been employed at Iḷisaḡvik College in the Iñupiaq Studies Department, as an Iñupiaq Language Teacher at the North Slope Borough School District (NSBSD), created self-owned businesses, and more.

Resource Impact

Budget:

Iñupiaq Studies will need a bigger budget in order to employ multiple full-time Iñupiaq Studies faculty members and additional adjunct instructors.

Facilities and space needs:

Current facilities used by Iñupiaq Studies courses include the Browerville Center Room 201, Tuzzy Library Teleconference Room, and the Ipalook Elementary Computer Lab. These spaces are good enough. However, as the program expands we will have to find more classroom spaces.

Faculty:

Katie Roseberry and I will teach many of the Iñupiaq Studies courses. Other courses will be taught by adjunct instructors and facilitators.

Library or media materials, equipment, and services needed:

For classes offered via distance and/or online, the Tuzzy Library's services will be needed.

Relation of Proposed Program to other Programs in the State

Duplicate or approximate programs elsewhere in the state:

This program is unique as it is the only Iñupiaq Studies Program in the State of Alaska. While the University of Alaska system offers Alaska Native Studies, it is broad in scope compared to Iḷisaḡvik College's program with focus specifically on the Iñupiaq language and culture.

Implementation and/or Termination

Date of implementation:

This degree can be implemented in Fall 2019 or Spring 2020.

Plans for recruiting students:

- Creation of flyers, spreading awareness through social media, and presenting at all North Slope high schools will help in the recruitment of students.

Executive Summary (for Board of Trustees Agenda)

The Iñupiaq Studies Program would like to make major changes to the already existing Iñupiaq Studies Associate of Arts Degree. Students who complete this degree will have created a strong foundation in Iñupiaq history, language, culture, and identity. The new courses are traditional knowledge that is important to bring back into the lives of Iñupiat people.

Approval of AA Degree in Iñupiaq Studies

Program Chair, Iñupiaq Studies

Dean, Academic Affairs

Chair, Academic Council

President, Iḷisaḡvik College

IÑUPIAQ STUDIES

New Certificate Proposal

****A MORE SUSTAINABLE
PROPOSAL****

Certificate outcomes

- Allow students to acquire knowledge and build a strong foundation based on North Slope history, language, and culture.
- Provide students with a cultural and academic experience.
- Allow students to conduct performances and/or presentations pertaining to their culture and identity.
- Perpetuate traditional knowledge pertaining to the following realms:
 - Iñupiaq Language Realm
 - Environmental Realm
 - Community Realm
 - Individual Realm
 - Historical Realm

Jerica Niayuq Aamodt

Coordinator, Iñupiaq Studies

Iḷisaḡvik College

March 2019

Program Title:

Certificate, Iñupiaq Studies

Admission Requirements and Prerequisites:

In order to be a part of the program, students will have to apply to the Iñupiaq Studies Program. There are no prerequisites for the certificate programs, however some individual courses have prerequisites. First, IÑU 121, Elementary Iñupiaq I requires students to complete an Iñupiaq Language Accuplacer test to determine which level course the students are placed at. Those who do not pass the test will have to take IÑU XXX, Introduction to the Iñupiaq Language (1 cr.). Those who do pass will move along into IÑU 121, Elementary Iñupiaq I.

Course Description of Required and Recommended Courses:

IÑU 121, Elementary Iñupiaq I (3 cr.)	Introductory course for students to learn the grammatical structure, basic words, and sentences in the Iñupiaq language. Prerequisite: Iñupiaq language ACCUPLACER test
IÑU 158, Traditional and Contemporary Native Food Preparation (3 cr.)	Traditional and contemporary Native food preparation taught by local experts. Students will learn how to cook and/or make dishes using traditional Iñupiaq foods, as they are available. <i>Check fee schedule for applicable charges.</i>
IÑU 213, Inuit Storytelling (3 cr.)	This course provides a comparative survey and overview of Inuit storytelling across the circumpolar north. It explores traditional and contemporary art forms of storytelling from Arctic countries. This course includes <i>unipkaat</i> (legends), <i>uqaluktuaq</i> (personal experiences), and <i>quliaqtuaq</i> (recent stories from the last few generations). The course content consists of interviewing Elders, reading and discussion of articles, stories, and book chapters. The Internet will be used for research.
IÑU 220, North Slope History, Language, and Culture (3 cr.)	This course will provide a foundation in core areas of the history of the North Slope. This includes significant historical events dating back to oral traditions regarding the origins of the Iñupiaq people, colonization, and modern history in a contemporary context. An examination of the changes in cultural, social, and linguistic characteristics will be integrated throughout the course.
IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.)	Traditional skin sewing taught by a local expert. Students will learn to sew by hand and with a sewing machine. Students will select a project to work on during the first week of class and will be expected to have finished the project by the final class of the semester. Both traditional and contemporary designs will be taught. May be repeated once for credit. <i>See fee schedule for applicable charges.</i>
IÑU XXX, Elementary Iñupiaq II with VIVA lab (4 cr.)	This course is a continuation of Elementary Iñupiaq I. The focus will be on every day conversations, and will include a Visual Iñupiaq Vocabulary Acquisition (VIVA) lab. Prerequisite: IÑU 121, Elementary Iñupiaq I.

IÑU XXX, Introduction to Iñupiaq Studies (3 cr.)	This course is an in-depth orientation to the Iñupiaq Studies Program and is also a cornerstone course for all Iñupiaq Studies students in the program. It provides information concerning the Individual Realm, which includes: creating balance, leadership, women's and men's roles, values & beliefs, naming, and life cycle. <i>See fee schedule for applicable charges.</i>
IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)	Students will learn Arctic survival skills and hunting techniques. This includes, but is not limited to: gun safety, how to dig a cave in the snow, knowing what types of snow is good for drinking water, how to use a Personal Locator Beacon (PLB), an In-reach, and GPS devices, how to sew ripped clothing, how to change a sparkplug on snow machines, how to change and add oil to all-terrain vehicles, how to read the sky and clouds, learn about the wind and water current directions, how to tie different types of knots, splicing rope, how to pack a sled/trailer, how to treat frost bites, how to set up a trap line, and more.
IÑU XXX, Introduction to Traditional Plants (3 cr.)	Students will learn about the traditional edible and medicinal plants in the North Slope of Alaska. Students will also travel to one of the North Slope villages to see the difference in variety of plants from Utqiagvik and get hands-on experience.
IÑU XXX, Introduction to Traditional Clothing (3 cr.)	During this course, students will design their own fur parka. <i>Check fee schedule for applicable charges.</i>

Requirements for the Degree or Certificate, Including a Sample Course of Study:

Iñupiaq Studies Certificate	
Language Realm:	
IÑU 121 Elementary Iñupiaq I (3 cr.)	
IÑU XXX Elementary Iñupiaq II with VIVA lab (4 cr.)	
Historical Realm:	
IÑU 220 North Slope Iñupiaq History and Culture (3 cr.)	
IÑU XXX Alaska Native Claims Settlement Act (1 cr.)	
Environmental Realm:	
IÑU 158 Traditional and Contemporary Native Food Preparation (3 cr.)	
IÑU 257 Traditional and Contemporary Skin Sewing (3 cr.)	
IÑU XXX Introduction to Traditional Plants (1 cr.)	
IÑU XXX Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)	
IÑU XXX Introduction to Traditional Clothing Design (3 cr.)	
Individual Realm:	
IÑU XXX Introduction to Iñupiaq Studies (3 cr.)	
Total: 29 credits	

Iñupiaq Studies Certificate, Example of 1-year course track:

Semester	1 Year Course Track	Total Credits
Year 1, Summer Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Traditional Plants (1 cr.) 	1 credit total
Year 1, Fall Semester	<ul style="list-style-type: none"> • IÑU XXX, Introduction to Iñupiaq Studies (3 cr.) • IÑU 121, Elementary Iñupiaq I (3 cr.) • IÑU 158, Traditional and Contemporary Native Food Preparation (3 cr.) • IÑU 257, Traditional and Contemporary Skin Sewing (3 cr.) 	12 credits total
Year 1, Spring Semester	<ul style="list-style-type: none"> • IÑU XXX, Elementary Iñupiaq II with VIVA lab (4 cr.) • IÑU 213, Iñuit Storytelling (3 cr.) • IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.) • IÑU XXX, Introduction to Traditional Clothing Design (3 cr.) • IÑU 220, North Slope Iñupiaq History, Language, and Culture (3 cr.) 	16 credits total
	Total Credits	29 Credits Total

Certificate Goals

Brief Description of Certificate Objectives and Means of Evaluating Them:

- Allow students to acquire knowledge and build a strong foundation based on North Slope history, language, and culture.
- Provide students with a cultural and academic experience.
- Allow students to conduct performances and/or presentations pertaining to their culture and identity.
- Perpetuate traditional knowledge pertaining to the following realms:
 - Iñupiaq Language Realm
 - Environmental Realm
 - Individual Realm
 - Historical Realm

Students will complete projects, and conduct presentations during different events, such as the Iñupiaq Fine Arts Festival. These presentations will demonstrate their knowledge of North Slope history, language, and culture, and what they have learned in each of the individual courses.

Relationship of Certificate Objectives to the College's Mission Statement:

Iḷisaḡvik College's mission statement is, "Iḷisaḡvik College provides quality post-secondary academic, vocational and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values and traditions. It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska." As part of Iḷisaḡvik Colleges' mission statement, one of the four core themes is on the Iñupiaq culture and values. These certificates are intended to perpetuate Iñupiaq language, traditions, culture, history, and identity.

Occupational and Other Competencies to be Achieved:

- Students will acquire knowledge that will help them in different positions of leadership.
- It is important to note that this program is tailored for students to strengthen their cultural identity, and knowledge of Iñupiaq language, culture, and history.

Relationship of courses to the certificate objectives:

Each of the courses in the this Iñupiaq Studies Certificate I & II proposal are key in strengthening cultural identity by instilling traditional knowledge related to the Iñupiaq language, history, environment, community, and individual self-growth.

Each of the following language courses perpetuate the Iñupiaq Language Realm. The Iñupiaq language was currently put on the list of endangered languages. These courses will bring back that knowledge in the elementary level and will provide that basic language foundation of understanding and comprehension.

- IÑU 121 Elementary Iñupiaq I (3 cr.)
- IÑU XXX Elementary Iñupiaq II with VIVA lab (4 cr.)

The following courses address the Historical Realm. IÑU 220 will provide teachings on the history. IÑU 213 will allows students to learn about legends, recent stories from the last few generations, and personal experiences. This is important to the historical realm because it allows students to learn about the past and how it used to be in contrast to today's stories.

- IÑU 220 North Slope Iñupiaq History, Language, and Culture (3 cr.)
- IÑU 213 Iñuit Storytelling (3 cr.)

The Environmental Realm includes a number of courses that allow students to either be out on the land or to use materials normally found in the Arctic. IÑU XXX, Introduction to Traditional Plants will give students an opportunity to connect with community members and Elders from another community, be out on the land, and gain skills that include core themes from all 6 realms. IÑU 158 allows students to cook and make traditional and contemporary dishes using Native foods collected from the Arctic. IÑU 257 allows students to learn how to sew with a machine and by hand, which are skills needed in order to be dressed properly in the Arctic. IÑU XXX, Introduction to Arctic Survival Skills and Hunting Techniques will teach skills needed

when going out on the land, camping, and hunting. IñU XXX, Introduction to Traditional Clothing Design will allow students to design and then sew their own fur parka.

- IñU 158 Traditional and Contemporary Native Food Preparation (3 cr.)
- IñU 257 Traditional and Contemporary Skin Sewing (3 cr.)
- IñU XXX Introduction to Traditional Plants (1 cr.)
- IñU XXX Introduction to Arctic Survival Skills and Hunting Techniques (3 cr.)
- IñU XXX Introduction to Traditional Clothing Design (3 cr.)

Individual Realm courses promote healing and wellness. Focusing on the individual person allow students to explore leadership, values and beliefs, creating balance, women's and men's roles, and more.

- IñU XXX Introduction to Iñupiaq Studies (3 cr.)

Personnel Directly Involved with the Program

List of faculty involved in the program, including brief statement of duties and qualifications:

I have identified two people to nurture this program: Myself and Katie Roseberry. Also, adjunct instructors will be hired to teach their area of expertise.

Administrative and coordinating personnel:

These certificates will be part of the existing Iñupiaq Studies Program. They will be coordinated as part of the regular administrative duties of that program.

Enrollment Information

Projected enrollment compared with present enrollment:

It is anticipated that these new certificates will increase enrollment in the Iñupiaq Studies Program. Present enrollment is quite low, so this new structure will be much better for potential students.

Maximum enrollment the program can accommodate:

Maximum enrollment in the program is based on the number of students each class is able to accommodate, which is 12-15 students per course.

Special restrictions on enrollments:

None.

Need for Program

Required for other programs? In what way? How this requirement been met to date:

Ilisaġvik College just recently required every student to take one Iñupiaq Studies class before they graduate. This will allow more diversity in the classes instead of just Iñupiaq Studies program active students. In addition to that many people not only in leadership positions, but younger students as well encourage more classes from each of the realms.

Employment market needs:

One need in the North Slope is leadership and Iñupiaq teachers knowledgeable about the key areas taught in the proposed certificates. These certificates will allow students to learn about North Slope history, language, and culture, which is ideal for those in leadership positions or moving in that direction. This certificate is also great for those interested in becoming teachers in North Slope schools, or to work in North Slope organizations.

How have positions been filled to date:

Students who have graduated with certificates or an AA Degree in Iñupiaq Studies have been employed at Ilisaġvik College in the Iñupiaq Studies Department, as an Iñupiaq Language Teacher at the North Slope Borough School District (NSBSD), created self-owned businesses, and more.

Resource Impact

Budget:

Iñupiaq Studies will need a bigger budget in order to employ multiple full-time Iñupiaq Studies faculty members and additional adjunct instructors.

Facilities and space needs:

Current facilities used by Iñupiaq Studies courses include the Browerville Center Room 201, Tuzzy Library Teleconference Room, and the Ipalook Elementary Computer Lab. These spaces are good enough. However, as the program expands we will have to find more classroom spaces.

Faculty:

Katie Roseberry and I plan to teach some IñU courses. Other courses will be taught by adjunct instructors.

Library or media materials, equipment, and services needed:

For classes offered via distance and/or online, the Tuzzy Library's services will be needed.

Relation of Proposed Program to other Programs in the State

Duplicate or approximate programs elsewhere in the state:

This program is unique as it is the only Iñupiaq Studies Program in the State of Alaska. While the University of Alaska system offers Alaska Native Studies, it is broad in scope compared to Iñisaġvik College's program with focus specifically on the Iñupiaq language and culture.

Implementation and/or Termination

Date of implementation:

These certificates can be implemented in Fall 2019 or Spring 2020. If not then, we can plan on the following year, which would give us time to prepare.

Plans for recruiting students:

- Creation of flyers, spreading awareness through social media, and presenting at all North Slope high schools will help in the recruitment of students.

Executive Summary (for Board of Trustees Agenda):

Students completing this certificate will have created a strong foundation in Iñupiaq history, language, culture, and identity. There are 5 existing courses that are already offered through Iñupiaq Studies. There will be 5 new courses that have to be created. The new courses are traditional knowledge that is important to bring back into the lives of Iñupiat people. That includes:

1. Elementary Iñupiaq II
2. Introduction to Iñupiaq Studies
3. Introduction to Traditional Plants
4. Introduction to Arctic Survival and Hunting Techniques
5. Introduction to Traditional Clothing Design

Approval of Certificates for Iñupiaq Studies

Program Chair, Iñupiaq Studies

Dean, Academic Affairs

Chair, Academic Council

President, Iḷisagvik College

Study Plans

Study plans is a way for students to make a plan for meeting the certificate or degree course requirements. It is also used for students and advisors to determine which classes they have finished, including their grades and which semester they completed the course(s) in. The following study plans include course requirements that fall in the categories of the Iñupiaq Language Realm, Historical Realm, Individual Realm, Community Realm, as well communications and technology requirements.

Iñisaġvik College
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Iñisaqtuaq Student _____
Uvlupak (Date Prepared) _____
Updated Preparer _____

ASSOCIATE OF ARTS IÑUPIAQ STUDIES

Iñupiaq Studies Requirements

	SEM	GR/CR
<i>Iñupiaq Language Realm (13)</i>		
<i>Complete 13 cr. of the following:</i>		
IÑU 121 Elementary Iñupiaq I (3)	_____	_____
IÑU ____ Elementary Iñupiaq II with VIVA Lab (4)	_____	_____
IÑU ____ Elementary Iñupiaq III (3)	_____	_____
IÑU ____ Elementary Iñupiaq IV (3)	_____	_____
IÑU ____ Iñupiaq Language Revitalization summer camp (3)	_____	_____
<i>Historical Realm (6)</i>		
IÑU 220 North Slope Iñupiaq History and Culture (3)	_____	_____
IÑU 213 Iñuit Storytelling (3)	_____	_____
<i>Environmental Realm (17)</i>		
<i>Complete 17 cr. of the following:</i>		
IÑU 210 Iñupiaq Land Use, Values & Resources (3)	_____	_____
IÑU ____ Introduction to Traditional Plants (1)	_____	_____
IÑU 257 Traditional & Contemporary Skin Sewing (3)	_____	_____
IÑU 158 Traditional & Contemporary Native Food Preparation (3)	_____	_____
IÑU ____ Introduction to Arctic Survival Skills and Hunting Techniques (3)	_____	_____
IÑU 118 Elective Credits in Iñupiaq Studies*** (2)	_____	_____
IÑU ____ Traditional and Contemporary Plant Techniques (3)	_____	_____
IÑU ____ Traditional Plant Nutrition (3)	_____	_____
IÑU ____ Traditional Clothing Design (3)	_____	_____
<i>Individual Realm (6)</i>		

IÑU ____	Introduction to Iñupiaq Studies (3)	_____	_____
IÑU ____	Exploring Iñupiaq Identity Through Creative Writing (3)	_____	_____

Community Realm (10)

Complete 10 cr. of the following:

IÑU 260	Iñupiaq Songs, Dances, and Drumming (3)	_____	_____
IÑU ____	Introduction to Traditional Parenting Skills (1)	_____	_____
IÑU ____	Cultural Knowledge of Native Elders (3)	_____	_____
IÑU ____	Iñupiaq Tools and Art Workshops (3)	_____	_____

Communications Requirements (6)

ENGL 111	Intro to Academic Writing (3)	_____	_____
COMM 131	Fundamentals of Oral Communication (3)	_____	_____

Technology Requirements (2)

IT 100	Intro to Online Learning (1)	_____	_____
LS 101	Library Info & Research (1)	_____	_____

***For IÑU 118 you can choose from a number of different events that relate to the Environmental Realm. This may include, but are not limited to:

- Attend the Alaskan Plants as Food and Medicine Symposium
- Hunting with an experienced hunter
- Watching a whaling crew prepare seal skins, and sew the seal skin boat together
- Butcher different types of animals
- Attend public sewing sessions

Iḷisaḡvik College
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Updated
Preparer

IÑUPIAQ STUDIES CERTIFICATE

Credits must be distributed as follows

	SEM	GR/CR
<i>Iñupiaq Language Realm (7)</i>		
IÑU 121 Elementary Iñupiaq I (3)	_____	_____
IÑU ____ Elementary Iñupiaq II with VIVA Lab (4)	_____	_____
<i>Historical Realm (6)</i>		
IÑU 220 North Slope Iñupiaq History & Culture (3)	_____	_____
IÑU 213 Iñuit Storytelling (3)	_____	_____
<i>Environmental Realm (13)</i>		
IÑU 158 Traditional & Contemporary Native Food Preparation (3)	_____	_____
IÑU 257 Traditional & Contemporary Skin Sewing (3)	_____	_____
IÑU ____ Introduction to Traditional Plants (1)	_____	_____
IÑU ____ Introduction to Arctic Survival Skills and Hunting Techniques (3)	_____	_____
IÑU ____ Introduction to Traditional Clothing Design (3)	_____	_____
<i>Individual Realm (3)</i>		
IÑU ____ Introduction to Iñupiaq Studies (3)	_____	_____

TOTAL REQUIRED CREDITS FOR IÑUPIAQ STUDIES CERTIFICATE I = 29 credits

New Course Syllabi

Draft course syllabi are a required document for new course proposals that Academic Council will examine in depth. Please note for courses I am not teaching, it will be the instructor's responsibility to further input information into their syllabus in detail. Once Academic Council approves a course, the Registrar will assign a new course number. I have included one sample syllabus.



Course Syllabus

Course Number: IñU XXX

Course Title: Iñupiaq Tools and Art Workshops

Semester/Year: Spring

Days/Time: TBD

Class Location: Utqiaġvik, Alaska

of Credits: 3

Prerequisites: None

Instructor Name: Jerica Niayuq Aamodt

Phone: (907)-852-6704

Cell: (907)-855-0781

Fax: 852-4160

Email: Jerica.aamodt@ilisagvik.edu

Office Hours: Monday-Thursday 9:30 a.m.-11:00 a.m.

Office Location: Browerville Center (upstairs)

Catalog Course Description:

As resources and individual instructors are available, students will learn how to make different types of Iñupiaq artwork through workshops. Hands-on activities include, but are not limited to ulu making, jewelry, ivory, baleen and soapstone carving, drum making, and sinew making. *Check fee schedule for applicable charges.*

Program Outcomes:

Program Outcomes:	Program Outcomes Addressed by this Course:
Implement the Environmental Realm:	X
Implement the Historical Realm:	
Implement the Iñupiaq Language Realm:	
Implement the Community Realm:	
Implement the Individual Realm:	

Implement and share culture-based curriculum that focuses on students' identity as Iñuit.	X
Foster educational leadership capacity among Alaska Iñuit.	
Revitalize and reclaim traditional Iñuit parenting skills.	

Course Outcomes:

By the end of the course, students will:

1. Learn how to make different types of art and tools related to the Iñupiaq culture.

Grade Distribution/Basis:

Attendance	20%
Participation	20%
Assignments	20%
Iñupiaq Fine Arts Festival	15%
Projects	25%
Total	100%

Grading Scale:

A letter grade will be assigned for course credit using the following scale:

A	93% - 100%
A-	90% - 92%
B+	88% - 89%
B	83% - 87%
B-	80% - 82%
C+	78% - 79%
C	73% - 77%
C-	70% - 72%
D	60% - 69%
F	Below 60%

Attendance Policy:

Different guest speakers with the knowledge and expertise will be coming in to share information, so it is important to be there for every class period.

Participation:

Attending class is attendance, however, participation means to be actively engaged and participating in course activities. If you miss a class, you cannot make up the participation points.

Late Work Policy:

For every day your assignments are turned in late, one point will be knocked off of your overall points for the assignment.

Plagiarism Policy:

Plagiarism means to take someone else's words and/or ideas and make them look like they are your own. Another word for plagiarism is "cheating." Students who are caught cheating or allowing others to cheat off their work will receive an "F" for the assignment and risk being expelled from the class with an overall failing grade.

Students with Special Needs:

Iḷisaḡvik College is committed to providing equal opportunities to academically qualified students with disabilities. If you have a disability for which you wish to request accommodations, you are encouraged to contact the Dean of Students and Institutional Development or the Registrar to discuss your need for reasonable accommodations. It is the student's responsibility to disclose disabilities, and you will be asked to provide the most recent documentation about any functional limitations so recommendations can be made to accommodate your needs. All disability information provided by you is kept strictly confidential.

If you have questions regarding reasonable disability accommodations, please see the College's ADA policy posted in Student Services, or contact Student Services by calling 852-1766.

Iḷupiaq Values:

1.	Paaḷaktautaiññiq	Avoidance of Conflict
2.	Piqpakkutiqaḡniq sulī Qiksirsautiqaḡniq Utuqqanaanun Allanullu	Love and Respect for our Elders and One Another
3.	Paammaaḡiigñiq	Cooperation
4.	Qiksirsautiqaḡniq Iḷuuniaḡvigmun	Respect for Nature
5.	Aḡuniallaniq	Hunting Traditions
6.	Aviktuaqatigiigñiq	Sharing
7.	Qĩñuiññiq	Humility
8.	Iḷupiuraallaniq	Knowledge of Language
9.	Nagliktuutiqaḡniq	Compassion
10.	Quvianḡuniq	Humor
11.	Iḷagiigñiq	Family and Kinship
12.	Ukpiqqutiqaḡniq	Spirituality

Words of Wisdom:

“Our identity is as permanent as the land and the waters that sustain us. The land and the oceans and rivers are like us- they are permanent, but they also exist in a state of change. Our life as Iñupiat people is changing in many ways but the foundation of our life- our roots- establish our place and give us a firm grip on the earth. Our roots are expressed in our cultural heritage, which is our land, our language, our traditional values, our family and our community ties, our subsistence practices and our stories and dances that have been passed on since time immemorial. These are the things that give us our identity and define us as Iñupiat. Our heritage has the answer for our hearts and we need to participate in cultural activities, speak our language, live our Iñupiat values, and share the moments every day that make our hearts stronger.” –Edward Saġġan Itta, 2006

Course Schedule: ***Subject to Change***

Week	Topic	Assignments/Quizzes/Etc.
Week 1 Atausiq	1. Introductions 2. Review syllabus 3. Review Mycampus page 4. What do you want to learn to make?	
Week 2 Malġuk	1. Class topic: Ulu making	1).
Week 3 Piġasut	1. Class topic: Ulu making	
Week 4 Sisamat	1. Class topic: Ulu making	
Week 5 Tallimat	1. Class topic: Tuttu sinew making	1).
Week 6 Itchaksrat	1. Class topic: Tuttu sinew making	
Week 7 Tallimat Malġuk	1. Class topic: Seal skin design	
Week 8	1. Class topic: Seal skin design	

Tallimat Piņasut		
Week 9 Quliņņugutaiļat	1. Guest speaker: Carving bracelets	
Week 10 Qulit	1. Class topic: Carving bracelets	
Week 11 Qulit Atausiq	1. Class topic: Carving bracelets	
Week 12 Qulit Malguk	1. Class topic:	
Week 13 Qulit Piņasut	1. Class topic:	
Week 14 Akimiagutaiļat	1. Present at the Iñupiaq Fine Arts Festival	
Week 15 Akimiat	1. Class presentations, talk about your completed projects.	

Course Origination Forms

Course origination forms show in detail the number of hours of involvement, frequency of offering, number of students expected, whether it is a requirement for a degree or an elective, the course description, grading system, if there are prerequisites, special restrictions, among others. These are submitted alongside the new course syllabi. Below is a sample of the course origination form.



COURSE ORIGINATION

Office of the Registrar

P.O. Box 749

Barrow, AK 99723

Phone: 907.852.1757 or 1763

Fax: 907.852.1784

Please check one:

- ☐ **Trial Course (Course # end in -94):** A new course intended as an experiment, which may or may not become a permanent course. Needs approval by Dean of Instruction ONLY.
- ☐ **Special Topic (Course # end in -93):** A course that is developed when a topic is particularly timely or when visiting specialists are in Barrow long enough for us to make their expertise available to our students (as an example). Need approval by Dean of Instruction ONLY.
- ☒ **New Course:** Need approval by Academic Council. It will receive a permanent course number from the Registrar.

Semester: Spring Year: 2019

Prepared by: Jerica Aamodt Dept.: Iñupiaq Studies Phone: 852-6704

1. COURSE IDENTIFICATION:

Dept. INU Number No. Of credits: 3 cr.

2. COURSE TITLE: Iñupiaq Tools and Art Workshops

3. FREQUENCY OF OFFERING (Term): Spring semesters

4. HOURS OF INVOLVEMENT: "Independent" denotes work done outside scheduled classroom hours, or as an online component

45 Lecture Lab 90 Independent = 135 Total Hours

5. NUMBER OF STUDENTS EXPECTED: 5 MAXIMUM STUDENTS ALLOWED: 15

6. THIS COURSE WILL FULFILL A REQUIREMENT FOR ASSOCIATE DEGREE?

☒ YES (Core) ☐ YES (Elective) ☐ NO

7. COURSE CLASSIFICATION (If Applicable): ☐ h-Humanities ☐ n-Natural Science ☐ s-Social Sciences

8. BRIEF COURSE DESCRIPTION (50 words or less, if possible):

As resources and individual instructors are available, students will learn how to make different types of Iñupiaq artwork through workshops. Hands-on activities include, but are not limited to ulu making, jewelry, ivory, baleen and soapstone carving, drum making, and sinew making. *Check fee schedule for applicable charges.*

9. GRADING SYSTEM: ☒ Letter Grade ☐ Pass/Fail

10. PREREQUISITES: ☐ YES, please enter information below ☒ NO

11. SPECIAL RESTRICTIONS, CONDITIONS, or FEES: None.

12. CROSS LISTED : ☐ YES, Department and Number: _____ ☒ NO

13. PREVIOUS HISTORY: None.

14. ESTIMATED IMPACT OF ACTION ON BUDGET, FACILITIES/SPACE, FACULTY, RESOURCES.

None.

15. HAVE YOU REVIEWED WITH THE LIBRARY COLLECTION DEVELOPMENT OFFICER ANY LIBRARY/MEDIA COLLECTIONS, EQUIPMENT, AND /OR SERVICES AFFECTED BY THIS PROPOSED ACTION?

No.

16. WHAT PROGRAMS/DEPARTMENTS WILL BE IMPACTED BY THIS PROPOSED ACTION?

Iñupiaq Studies.

17. JUSTIFICATION FOR ACTION REQUESTED

Because Iñupiaq Studies has not been successful in finding instructors to teach a semester long course in areas such as carving, or baleen art, this 3 cr. Tools and art workshops will be a great replacement.

18. HAVE YOU CHECKED WITH ELDERS, A COMMUNITY LEADER OR EXPERTS ABOUT INUPIAQ WAYS OF KNOWING AND LEARNING THAT MAY BE INCORPORATED INTO YOUR COURSE CONTENT?

Yes.

_____	Date _____		
Faculty Proposing Course			
_____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Department Chair			
_____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Academic Council			
_____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Dean of Instruction			
_____	Date _____	<input type="checkbox"/> Approved	<input type="checkbox"/> Denied
Dean of WFD (WFD courses Only)			

**** NOTE: A COURSE SYLLABUS MUST BE SUBMITTED WITH THIS REQUEST****

_____	Date _____	Section # _____
Received by Office of the Registrar		

Future Program Recommendations

According to the results from the interviews, there is a wide variety of wants and needs. The Iñupiaq Studies Associate of Arts Degree and Iñupiaq Studies Certificate program proposal only address some of the wants and needs. While it is clever to begin with a sustainable program, a future program recommendation is to implement additional certificates, such as an Iñupiaq Studies Certificate I and II, Iñupiaq Language I and II, Traditional Plants Certificate, an Iñupiaq Fur Construction and Design Certificate, and an Iñupiaq Drama and Theatre Certificate. The degree and certificates that could be implemented in the future is summarized in Table 8. These add-ons would require additional Iñupiaq Studies faculty members, facilitators, or dependable adjunct instructors.

Table 8: Degree and Certificates that the North Slope Wants	
Degree	Iñupiaq Studies AA Degree
Certificates	Iñupiaq Studies Certificate I
	Iñupiaq Studies Certificate II
	Iñupiaq Language Certificate I
	Iñupiaq Language Certificate II
	Traditional Plants Certificate
	Iñupiaq Fur Construction and Design Certificate
	Iñupiaq Drama and Theatre Certificate

The course descriptions for the new recommended courses, not previously listed, are below in Table 9.

Table 9: Future Program Recommendations, Course Descriptions	
Courses	Course Descriptions
IÑU XXX, Introduction to the Iñupiaq Language (1 cr.)	If students have not heard the Iñupiaq language throughout their life and do not know words or sentences, this course is recommended for them. During this course, students will work on Iñupiaq language pronunciation, reading, writing, and working on building their vocabulary base.
IÑU XXX, Master/Apprentice Program I (3 cr.)	After students have built a strong Iñupiaq language learning foundation (by taking Elementary Iñupiaq classes), they will further their speaking, conversational, and comprehension skills by doing student-driven language learning through the master/apprentice methodology. <i>See fee schedule for applicable charges.</i>
IÑU XXX, Master/Apprentice Program II (3 cr.)	This course is a continuation of IÑU XXX, Master/Apprentice Program I. Students will continue doing the student-driven Iñupiaq language learning through the master/apprentice methodology. <i>See fee schedule for applicable charges.</i>

IÑU XXX, Iñupiaq Language Resources and Tools (1 cr.)	This course will allow students to learn and apply the different Iñupiaq resources and tools that are available to use when learning the Iñupiaq language.
IÑU XXX, Iñupiaq Language with Rosetta Stone I (3 cr.)	This online course will allow students to complete a said amount of Iñupiaq Rosetta Stone modules to enhance their learning of the language.
IÑU XXX, Iñupiaq Language with Rosetta Stone II (3 cr.)	This course is a continuation of IÑU XXX, Iñupiaq Language with Rosetta Stone I. Students will complete a said amount of Iñupiaq Rosetta Stone modules to enhance their fluency, speaking, and comprehension skills.
IÑU XXX, Introduction to Traditional Plants (1 cr.)	Students will learn about the traditional edible and medicinal plants in the North Slope of Alaska. Students will also travel to one of the North Slope villages to see the difference in variety of plants from Utqiagvik and get hands-on experience.
IÑU XXX, Alaska Native Claims Settlement Act (1 cr.)	This course will familiarize students with the land claims processes and important Alaska Native Claims Settlement Act (ANCSA) content, with focus on contemporary situations and explanation to some land claims processes ongoing or recently completed in locations outside Alaska.
IÑU XXX, Introduction to Medicinal Biology and Biochemistry (3 cr.)	This course will cover the different types of plants found in the Arctic such as edible, inedible, imitation, and invasive species. Students will be introduced to plant biology as well as chemical components that give plants their medicinal properties.
IÑU XXX, Alaskan Plants as Food and Medicine Symposium (1 cr.)	Students will attend the Alaskan Plants as Food and Medicine Symposium hosted by the Alaska Native Tribal Health Consortium (ANTHC). Each year the regional symposiums are hosted in different communities in Alaska. The ANTHC plant symposium promotes traditional plant knowledge, ethical harvesting, and traditional ways of gathering and growing food. <i>Check fee schedule for applicable charges.</i>
IÑU XXX, Introduction to Iñupiaq Fur Construction (3 cr.)	During this course, students will learn how to stretch and cut different types of fur, such as fox, wolverine, and wolf for isigvik and siñi. <i>Check fee schedule for applicable charges.</i>
IÑU XXX, Traditional Clothing Design I (3 cr.)	During this course, students will design their own fur parka. <i>Check fee schedule for applicable charges. Prerequisite: IÑU 257, Traditional and Contemporary Skin Sewing.</i>
IÑU XXX, Traditional Clothing Design II (3 cr.)	This course is a continuation of IÑU XXX, Traditional Clothing Design I. During this course, students will continue to design and sew their own fur parka. <i>Check fee schedule for applicable charges. Prerequisite: IÑU XXX, Traditional Clothing Design I.</i>
IÑU XXX, Skin Tanning (1 cr.)	As resources are available, students will learn how to tan different types of skins.

IÑU XXX, Introduction to Graphic Design & Business Concepts (3 cr.)	In this course, students will be introduced to graphic design and learn about business concepts. This includes how to create a business and a website. Lastly, students will come up with a business plan pertaining to Iñupiaq designs.
IÑU XXX, North Slope Government (3 cr.)	Students will learn about the different organizations and their purposes in the North Slope of Alaska, as well as tribal government, the different organizations operated in the North Slope Borough (NSB), and the different types of services that the NSB provides.
IÑU XXX, Introduction to Drama and Theatre (3 cr.)	This course will introduce students to drama, the printed text of a play, and theatre, the actual production of the play and text on the stage.
IÑU XXX, Explore Your Culture Through Writing and Performance (3 cr.)	The North Slope is home to people from many different cultures. This course is a space for participants to explore what culture means to them personally and as a group. During the course, students will learn more about who they are, engage in meaningful cultural research, and write and perform new creative work about who they are culturally. The performance will be open to the community and followed by a short talk-back session with the students.

Below are study plans for the recommended certificates and degree:

Iñisaġvik College
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Iñisaqtuaq Student _____
Uvlupak (Date Prepared) _____
Updated _____
Preparer _____

ASSOCIATE OF ARTS IÑUPIAQ STUDIES

Iñupiaq Studies Requirements

	SEM	GR/CR
<i>Iñupiaq Language Realm (13)</i>		
IÑU 121 Elementary Iñupiaq I (3)	_____	_____
IÑU ____ Elementary Iñupiaq II with VIVA Lab (4)	_____	_____
IÑU ____ Elementary Iñupiaq III (3)	_____	_____
IÑU ____ Elementary Iñupiaq IV (3)	_____	_____

Historical Realm (10)

IÑU 220 North Slope Iñupiaq History & Culture (3)	_____	_____
IÑU ____ Alaska Native Claims Settlement Act (1)	_____	_____
IÑU 213 Iñuit Storytelling (3)	_____	_____
IÑU ____ North Slope Government (3)	_____	_____

Environmental Realm (6)

Complete 6 cr. of the following:

IÑU 210 Iñupiaq Land Use, Values & Resources (3)	_____	_____
IÑU ____ Introduction to Traditional Plants (1)	_____	_____
IÑU 257 Traditional & Contemporary Skin Sewing (3)	_____	_____
IÑU 158 Traditional & Contemporary Native Food Preparation (3)	_____	_____
IÑU ____ Introduction to Arctic Survival Skills and Hunting Techniques (3)	_____	_____
IÑU 118 Elective credits Iñupiaq Studies (2)	_____	_____

Individual Realm (6)

IÑU ____ Introduction to Iñupiaq Studies (3)	_____	_____
IÑU ____ Exploring Iñupiaq Identity Through Creative Writing (3)	_____	_____

Community Realm (6)

Complete 6 cr. of the following:

IÑU 260 Iñupiaq Songs, Dances, and Drumming (3)	_____	_____
IÑU ____ Traditional Parenting Skills (3)	_____	_____
IÑU ____ Cultural Knowledge of Native Elders (3)	_____	_____
IÑU ____ Iñupiaq Tools and Art Workshops (3)	_____	_____

Communications Requirements (6)

ENGL 111 Intro to Academic Writing (3)	_____	_____
COMM 131 Fundamentals of Oral Communication (3)	_____	_____

Humanities and Social Science Requirements (9)

Indigenous Peoples' Perspectives (6)

ANTH 242 Native Cultures of Alaska (3)	_____	_____
HIST 115 Alaska, Land, and its People (3)	_____	_____

Global Perspectives (3)

ANTH 100 Individuals, Society, and Culture (3)	_____	_____
--	-------	-------

Math, Science & Technology Requirements (6)

IT 100 Intro to Online Learning (1)	_____	_____
LS 101 Library Info & Research (1)	_____	_____

Complete ONE of the following:

BIOL 104 Natural History of Alaska (4)	_____	_____
GEOS 100 Intro. to Earth Science (4)	_____	_____

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IṆUPIAQ STUDIES CERTIFICATE I

Credits must be distributed as follows

	SEM	GR/CR
<i>Iṇupiaq Language Realm (7)</i>		
IṆU 121 Elementary Iṇupiaq I (3)	_____	_____
IṆU ____ Elementary Iṇupiaq II with VIVA Lab (4)	_____	_____
<i>Historical Realm (10)</i>		
IṆU 220 North Slope Iṇupiaq History & Culture (3)	_____	_____
IṆU ____ Alaska Native Claims Settlement Act (1)	_____	_____
IṆU 213 Iṇuit Storytelling (3)	_____	_____
IṆU ____ North Slope Government (3)	_____	_____
<i>Environmental Realm (6)</i>		
IṆU 158 Traditional & Contemporary Native Food Preparation (3)	_____	_____
IṆU 257 Traditional & Contemporary Skin Sewing (3)	_____	_____
<i>Individual Realm (3)</i>		
IṆU ____ Introduction to Iṇupiaq Studies (3)	_____	_____

TOTAL REQUIRED CREDITS FOR IṆUPIAQ STUDIES CERTIFICATE I = 26 credits

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IÑUPIAQ STUDIES CERTIFICATE II

Credits must be distributed as follows

	SEM	GR/CR
<i>Iñupiaq Language Realm (6)</i>		
IÑU ___ Elementary Iñupiaq III (3)	___	___
IÑU ___ Elementary Iñupiaq IV (3)	___	___
<i>Environmental Realm (7)</i>		
IÑU 210 Iñupiaq Land Use, Values & Resources (3)	___	___
IÑU ___ Introduction to Traditional Plants (1)	___	___
IÑU ___ Introduction to Arctic Survival Skills and Hunting Techniques (3)	___	___
<i>Community Realm (7)</i>		
IÑU 260 Iñupiaq Songs, Dances, and Drumming (3)	___	___
IÑU 118 Elective credits Iñupiaq Studies (1)	___	___
IÑU ___ Traditional Parenting Skills (3)	___	___
<i>Individual Realm (3)</i>		
IÑU ___ Exploring Iñupiaq Identity Through Creative Writing (3)	___	___
TOTAL REQUIRED CREDITS FOR IÑUPIAQ STUDIES CERTIFICATE II = 23 credits		

IṆUPIAQ LANGUAGE CERTIFICATE I

Credits must be distributed as follows

Iṇupiaq Language Realm	Semester	Grade/Credit
IṆU 121 Elementary Iṇupiaq I (3)	<hr/>	<hr/>
IṆU ____ Elementary Iṇupiaq II with VIVA lab (4)	<hr/>	<hr/>
IṆU ____ Iṇupiaq Language with Rosetta Stone I (3)	<hr/>	<hr/>
IṆU ____ Iṇupiaq Language Resources and Tools (1)	<hr/>	<hr/>
IṆU 118 Elective credits in Iṇupiaq Studies (1)	<hr/>	<hr/>
Individual Realm	Semester	Grade/Credit
IṆU ____ Introduction to Iṇupiaq Studies (3)	<hr/>	<hr/>
Historical Realm	Semester	Grade/Credit
IṆU 220 North Slope Iṇupiaq History and Culture (3)	<hr/>	<hr/>

For IṆU 118 you can choose from a number of different events that relate to the Iṇupiaq Language Realm, such as:

- Iṇupiat History, Language, and Culture (IHLC) Conference
- Iṇupiat History, Language, and Culture (IHLC) Commissioners Meetings
- Kivgiq (The Messenger Feast)
- Iṇuit Circumpolar Conference (ICC)
- Piuraagjaqta
- Jamboree

TOTAL REQUIRED CREDITS FOR IṆUPIAQ LANGUAGE CERTIFICATE I = 19 credits

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IÑUPIAQ LANGUAGE CERTIFICATE II

Credits must be distributed as follows

Iñupiaq Language Realm	Semester	Grade/Credit
IÑU ___ Elementary Iñupiaq III (3)	_____	_____
IÑU ___ Elementary Iñupiaq IV (3)	_____	_____
IÑU ___ Iñupiaq Language with Rosetta Stone II (3)	_____	_____
IÑU ___ Master/Apprentice Program I (3)	_____	_____
IÑU ___ Master/Apprentice Program II (3)	_____	_____
IÑU ___ Iñupiaq Language Revitalization summer camp (1)	_____	_____

TOTAL REQUIRED CREDITS FOR IÑUPIAQ LANGUAGE CERTIFICATE II = 16 credits

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TRADITIONAL PLANTS CERTIFICATE

Credits must be distributed as follows

Environmental Realm	Semester	Grade/Credit
IÑU ____ Introduction to Traditional Plants (1)	_____	_____
IÑU 210 Iñupiaq Land Use, Values, and Resources (3)	_____	_____
IÑU 158 Traditional and Contemporary Native Food Preparation (3)	_____	_____
IÑU ____ Traditional and Contemporary Plant Techniques (3)	_____	_____

IÑU ____ Traditional Plant Nutrition (3)	_____	_____
IÑU ____ Introduction to Medicinal Plant Biology and Biochemistry (3)	_____	_____
IÑU ____ Alaskan Plants as Food and Medicine Symposium (1)	_____	_____
Individual Realm	Semester	Grade/Credit
IÑU ____ Introduction to Iñupiaq Studies (3)	_____	_____

TOTAL REQUIRED CREDITS FOR TRADITIONAL PLANTS CERTIFICATE = 20 credits

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IÑUPIAQ FUR CONSTRUCTION AND DESIGN CERTIFICATE

Credits must be distributed as follows

Environmental Realm	Semester	Grade/Credit
IÑU 210 Iñupiaq Land Use, Values, and Resources (3)	<hr/>	<hr/>
IÑU 257 Traditional and Contemporary Skin Sewing (3)	<hr/>	<hr/>
IÑU ____ Introduction to Iñupiaq Fur Construction (3)	<hr/>	<hr/>
IÑU ____ Skin Tanning (1 cr.)	<hr/>	<hr/>
IÑU ____ Traditional Clothing Design I (3 cr.)	<hr/>	<hr/>
IÑU ____ Traditional Clothing Design II (3 cr.)	<hr/>	<hr/>
IÑU ____ Introduction to Graphic Design & Business Concepts (3 cr.)	<hr/>	<hr/>
IÑU 118 Elective credits in Iñupiaq Studies (2)	<hr/>	<hr/>
Individual Realm	Semester	Grade/Credit
IÑU ____ Introduction to Iñupiaq Studies (3)	<hr/>	<hr/>

For IÑU 118 you can choose from a number of different events that relate to the Environmental Realm. This may include, but are not limited to:

- Hunting with an experienced hunter
- Watching a whaling crew prepare seal skins, and sew the seal skin boat together
- Butcher different types of animals
- Attend sewing sessions

**TOTAL REQUIRED CREDITS FOR IÑUPIAQ FUR CONSTRUCTION AND DESIGN
CERTIFICATE = 24 credits**

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Catalog

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IṆUPIAQ DRAMA AND THEATRE CERTIFICATE

Credits must be distributed as follows

Historical Realm	Semester	Grade/Credit
IṆU 213 Iṁuit Storytelling (3)	_____	_____
Community Realm	Semester	Grade/Credit
IṆU ____ Explore Your Culture Through Writing and Performance (3)	_____	_____
IṆU ____ Introduction to Drama and Theatre (3)	_____	_____
IṆU 260 Iṁupiaq Songs, Dances, and Drumming (3)	_____	_____
Individual Realm	Semester	Grade/Credit
IṆU ____ Introduction to Iṁupiaq Studies (3)	_____	_____
IṆU ____ Exploring Iṁupiaq Identity through Creative Writing (3)	_____	_____

TOTAL REQUIRED CREDITS FOR IṆUPIAQ DRAMA AND THEATRE CERTIFICATE = 18 credits

Semester	1 Year Course Track	Total Credits
Year 1, Fall Semester	<ul style="list-style-type: none"> IṆU XXX, Introduction to Iṁupiaq Studies (3 cr.) IṆU XXX, Explore Your Culture Through Writing and Performance (3 cr.) IṆU XXX, Introduction to Drama and Theatre (3 cr.) 	9 credits total
Year 1, Spring Semester	<ul style="list-style-type: none"> IṆU 213, Iṁuit Storytelling (3 cr.) IṆU XXX, Exploring Iṁupiaq Identity Through Creative Writing (3 cr.) IṆU 260, Iṁupiaq Songs, Dances, and Drumming (3 cr.) 	9 credits total
	Total Credits	18 Credits Total

Conclusions

This project proposal aims to apply the wants and needs from key individuals into the structure of the Iñupiaq Studies Program at Iḷisaḡvik College. This proposal includes a mission, words of wisdom for the Iñupiaq Studies Framework, revised Iñupiaq Studies program outcomes, course descriptions, certificate and degree proposals, study plans, a sample new course syllabus, and a sample course origination form. Each of these are key in building up a program at Iḷisaḡvik College, and are needed documents for Academic Council. Some of the recurring themes that arose during this project were 1). Connect students to the community. 2). Expand course offerings. 3). Revitalize and re-think the way courses are offered. 4). Have an Iñupiaq Studies advisory group. 5). Hire full-time Iñupiaq Studies faculty member(s). 6). Have an Iñupiaq Studies advisor to advise program active students. 7). Have facilitators trained to lead conversations in classroom settings. 8). Additional emphasis on Elders, leadership, and parenting. 9). Offer courses that include each of the core themes. 10). Focus on all eight North Slope villages. 11). Implement a program similar to Nunavut Sivuniksavut. 12). Have certificate(s) and Associate of Arts Degree that do not have very many General Studies courses. 13). Do not focus on teaching both in-person and online classes at the same time. 14). Work closely with Iḷisaḡvik College Cooperative Extension to put forth short term workshops. 15). And finally, right sizing the program for sustainability.

In addition to offering a program that is sustainable, once the program has the capacity and is able to expand, this project also includes future recommendations for additional certificates and Associate of Arts Degree. The Iñupiaq Studies Program has an opportunity to make change, and this proposal will address the needs and wants of the North Slope community.

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Appendix A- Current Inupiaq Studies Study Plans

INUPIAQ FINE ARTS CERTIFICATE

Credits must be distributed as follows

Certificate Requirements	Semester	Grade/Credit
ART 105 Beginning Drawing (3)	_____	_____
ART 113 Introduction to Painting (3)	_____	_____
<i>Complete ONE of the following:</i>		
ART 212 Baleen Art (3)	_____	_____
ART 220 Fundamentals of Carving (3)	_____	_____
<i>Complete TWO of the following:</i>		
INU 213 Inuit Storytelling (3)	_____	_____
INU 214 Inupiaq Drum Construction & Use (3)	_____	_____
INU 257 Traditional & Contemp. Skin Sewing (3)		
INU 260 Inupiaq Songs, Dances & Drumming (3)		

TOTAL REQUIRED CREDITS FOR INUPIAQ FINE ARTS CERTIFICATE = 15 credits

*With the approval of the Inupiaq Studies Coordinator, other ART courses may be substituted for up to 3 credits.

ASSOCIATE OF ARTS INUPIAQ STUDIES

	SEM	GR/CR		SEM	GR/CR
Communications Requirements (9)			Inupiaq Studies Requirements		
ENGL 111 Intro to Academic Writing (3)	_____	_____	<i>Inupiaq Language (9)</i>		
COMM 131 Fund. of Oral Comm. (3)	_____	_____	<i>Complete THREE of the following:</i>	_____	_____
<i>Complete ONE of the following:</i>			INU 102 Conversational Iñupiaq I (3)	_____	_____
ENGL 211 Academic Writing about Literature (3)	_____	_____	INU 103 Conversational Iñupiaq II (3)	_____	_____
ENGL 213 Academic Writing about the Social & Natural Science (3)	_____	_____	INU 111 NS Iñupiaq Grammar I (3) **	_____	_____
Humanities and Social Science Requirements (15)			INU 112 NS Iñupiaq Grammar II (3) **	_____	_____
<i>Indigenous Peoples' Perspectives (3)</i>			INU 202 Conversational Iñupiaq III (3)	_____	_____
ANTH 242 or ANS 240 or HIST 115 or HIST 200 or INU 220	_____	_____	INU 203 Conversational Iñupiaq IV (3)	_____	_____
<i>Art and Culture Perspectives (3)</i>			<i>Inupiaq Art and Culture (3)</i>		
ART 200 or HUM 201	_____	_____	<i>Complete ONE of the following:</i>		
<i>Global Perspectives (3)</i>			INU 213 Iñuit Storytelling (3)	_____	_____
ANTH 100 or ENGL 200 or HIST 100	_____	_____	INU 214 Inu Drum Construction & Use(3)	_____	_____
<i>US Perspectives (3)</i>			INU 220 NS Inupiaq History Language & Culture (3)**	_____	_____
ECON 100 or HIST 131 or HIST 132	_____	_____	<i>Inupiaq Studies Electives (12)</i>		
<i>Individual & the Community Perspectives (3)</i>			<i>Complete TWO of the following:</i>		
JUST 110 or PSY 101 or PSY 150 or SWK 103 or any 3 credit HUMS course	_____	_____	ART 212 Baleen Art (3)	_____	_____
Math, Science & Technology Requirements (12)			ART 220 Fundamentals of Carving (3)	_____	_____
MATH 105 or above (3) _____	_____	_____	INU 257 Trad. & Contemp. Skin Sewing (3)	_____	_____
IT 100 Intro to Online Learning (1)	_____	_____	INU 260 Iñupiaq Songs, Dances & Drum. (3)	_____	_____
LS 101 Library Info & Research (1)	_____	_____	<i>Complete TWO of the following:</i>		
<i>Complete ONE of the following:</i>			ART 105 Beginning Drawing (3)	_____	_____
BIOL 100 Human Biology (4)	_____	_____	ART 113 Introduction to Painting (3)	_____	_____
BIOL 103 Biology & Society (4)	_____	_____	INU 210 Inu Land Use Val. & Res. (3)**	_____	_____
BIOL 104 Natural History of Alaska (4)	_____	_____			
GEOS 100 Intro. to Earth Science (4)	_____	_____			
CHEM 103 Intro to General Chemistry (4)	_____	_____			
Math or Natural Science Elective (3)					
(Select any 100 or 200 level course)					

TOTAL CREDITS REQUIRED FOR INUPIAQ STUDIES AA DEGREE = 60 credits

Note:

- All credits must be at the 100-level or above with at least 20 credits at the 200-level.
- Two semester-length courses in a non- English, indigenous language (e.g. Inupiaq) may substitute for one (3 credits hours) course in the Indigenous Peoples Perspectives category of the Humanities and Social Science courses

** Not available for credit by examination. INU 210 may be substituted for INU 220.

INUPIAQ LANGUAGE I CERTIFICATE

Credits must be distributed as follows

Certificate Requirements	Semester	Grade/Credit
INU 102 Conversational Iñupiaq I (3)	_____	_____
INU 103 Conversational Iñupiaq II (3)	_____	_____
INU 111 North Slope Iñupiaq Grammar I (3)	_____	_____
INU 112 North Slope Iñupiaq Grammar II (3)	_____	_____
<i>Complete ONE of the following:</i>		
INU 213 Iñuit Storytelling (3)		
INU 220 North Slope Iñupiaq History, Language & Culture (3)	_____	_____

TOTAL REQUIRED CREDITS FOR INUPIAQ LANGUAGE I CERTIFICATE = 15 credits

Complete the requirements for Inupiaq Language I and take

INUPIAQ LANGUAGE II CERTIFICATE

Credits must be distributed as follows

	SEM	GR/CR		SEM	GR/CR
Communications Requirements (3)			Major Specialty (24)		
<i>Complete ONE of the following:</i>			INU 102 Conversational Iñupiaq I (3)	_____	_____
COMM 131 Fund. of Oral Comm. (3)	_____	_____	INU 103 Conversational Iñupiaq II (3)	_____	_____
ENGL 111 Intro to Academic Writing (3)	_____	_____	INU 111 NS Iñupiaq Grammar I (3)	_____	_____
			INU 112 NS Iñupiaq Grammar II (3)	_____	_____
Mathematics Requirements (3-4)			INU 202 Conversational Iñupiaq III (3)	_____	_____
MATH 105 or higher	_____	_____	INU 203 Conversational Iñupiaq IV (3)	_____	_____
			INU 211 NS Iñupiaq Grammar III (3)	_____	_____
Human Relations Requirements (3)			INU 212 NS Iñupiaq Grammar IV (3)	_____	_____
INU 220 North Slope Iñupiaq History, Language & Culture	_____	_____			

TOTAL REQUIRED CREDITS FOR INUPIAQ LANGUAGE II CERTIFICATE = 33-34 credits